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ABSTRACT

This State of Wyoming evaluation report on programs, projects, services, and activities funded in whole or in part under Elementary Secondary Education Act Title III, is divided into two parts. Part 1 includes summaries of the implications and recommendations drawn from on-site visits to each of the projects, including such projects as Personalizing Learning Opportunities, Making Use of Sight and Ear; Continuous Individualized Learning K-12, Sharing Hastens a Realistic Education, Shaping and Sharing Human Values, Development of a Physical Therapy Program for Treatment of Specific Learning Disabilities, Occupational Education in the Classroom, and 18 other projects. The total report to the project included statistical summaries of data drawn from the various instruments used in the on-site visit. Interested parties can study this data on request. Requests should be directed to Alan G. Wheeler, Title III ESEA Coordinator, State Office Building West, Cheyenne, Wyoming 82002. Part 2 consists of the rationale and forms typically used on an on-site visit. This material was developed by the Planning and Evaluation staff of the Wyoming State Department of Education. Specific instruments used in a given project are on file in the Title III office. (Author/JM)

ED105006

TITLE III - ESEA

SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES AND GUIDANCE, COUNSELING, AND TESTING

PROJECT EVALUATION REPORTS

FY '74

Alan G. Wheeler
State Coordinator
Title III, ESEA

June 30, 1974
Robert G. Schrader
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UD 014995

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FOREWORD

One of the requirements of the Wyoming State Plan for Title III, ESEA is to conduct annual, on-site evaluations of funded projects. During Fiscal Year '74, evaluation activities were conducted for operational projects and mini-grants.

Evaluation teams were normally composed of one "outside" consultant, a member of the Title III staff and State Department of Education staff members. The attempt was made to select persons to serve on evaluation teams who had a special interest and/or expertise in the area to which the project was addressed.

Project visitations generally lasted for one day and consisted of team orientation and assignment, project overview by local district personnel, evaluation activities, compilation of findings, and an oral consultation dealing with preliminary findings with the project staff. Evaluation activities included an examination of product objectives via printed evidence; visits to classrooms; interviews with project staff administrators, teachers, students and parents; and an assessment of process objectives. A positive, constructive approach was utilized throughout the evaluation activities in order to maximize potential improvement and to minimize local district apprehension in regard to being evaluated. Written reports prepared by the Division of Planning and Evaluation or the Title III office were mailed to the districts two to three weeks following the on-site visit.

Appreciation is expressed by the Title III, ESEA office for the excellent assistance and cooperation of the "outside" consultants, other State Department of Education staff, Title III, ESEA Advisory Council members, other educators serving on the evaluation teams, and the local district personnel. It was a pleasure to take part in efforts directed completely to the improvement of educational programs.

Alan G. Wheeler
State Coordinator
Title III, ESEA

EXPLANATORY STATEMENT

The reports which follow in Part I are summaries of the implications and recommendations drawn from the on-site visits. The total report to the project included statistical summaries of data drawn from the various instruments used in the on-site visit. Interested parties can study this data on request. Requests should be directed to Alan G. Wheeler, Title III, ESEA Coordinator, State Office Building West, Cheyenne, Wyoming 82002.

Part II consists of the rational and forms typically used on an on-site visit. This material was developed by the Planning and Evaluation staff of the Wyoming State Department of Education. Specific instruments used in a given project are on file in the Title III office.

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PART I

Summary of On-Site Findings

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: Personalizing Learning Opportunities

LOCATION: Arapahoe, Wyoming

PROJECT NUMBER: 60-70-0911-0

DATE: October 8, 9, 10, 1973

TEAM MEMBERS: Lyle McIrvin
Roger Hammer

I. OVERVIEW

OBJECTIVES

A. Each student's activities will be based on the learning loop consistent with the curriculum.

1. Each teacher will diagnose students in relation to content.

2. Each teacher will prescribe appropriate material and methodology commensurate with the students achievement and characteristics as a learner.

3. Implementation procedures will be carried out in the most efficient and effective method found by the team.

4. A criterion - referenced assessment approach will be utilized by each teacher.

B. Each student will be positioned and will progress on a continuous progress plan.

1. The teacher will utilize present curriculum in instruction.

2. The teacher will modify and sophisticate curriculum while using. This will include rewriting behavioral objectives, building learning activity packets, and designing appropriate teaching-learning activities.

C. Each student will function under the team teaching plan as described earlier in this proposal.

1. The school will be organized into a multiaged "family of learners".

2. Families will be served by teams of teachers and para-professionals.

3. The team will accept the responsibility for the total family.

4. The team will determine individual responsibility for tasks to be accomplished by team members.

5. The team will provide activities and materials for the resource-support system.

6. The team will develop facilities for the resource-support system to best serve the educational program.

7. The team will utilize the resource system including spontaneous learning, preparatory, and reinforcement centers in implementing educational strategies.

D. Students will profit from community involvement in the educational program.

1. An open-ended APAC will meet monthly to discuss the educational program and make recommendations.

2. The administration and school board will seriously review and consider recommendations from APAC at their regular monthly meeting.

3. Resource people from the community will be solicited and utilized as often as possible.

ACTIVITIES

Two evening work sessions will be held each month when school is in session. Priority and cruciality will dictate the topic of these work sessions. These sessions will include work on curriculum, strategies, and activities designed to sophisticate the personalized approach.

Consultants will be solicited and utilized as needs dictate.

A monthly APAC meeting will be held to provide "input and output" to and from this representative group of the school.

A monthly SAC (Student Advisory Committee) meeting will be held to provide "input and output" to and from this representative group of the school.

A progress report will be given at the monthly meeting of the school board.

Materials, supplies, equipment will be purchased on a needs assessment basis.

Visitations and conferences attended by staff members will be on a needs assessment basis.

A meeting will be held with the Wyoming State Department Title III staff to outline format and develop guidelines and schedule for dissemination workshops.

Training sessions to prepare staff for dissemination workshops will be held in cooperation with the Wyoming State Department Title III staff.

Staff members will conduct workshops for other shcools in the state.

The administration will secure bids on remodeling project. Bids will be let and remodeling done when convenient and practical.

As monies permit and needs are identified, some personnel will be employed to work on curriculum, strategies, and activities during the summer months.

II. IMPLICATIONS

A. Positive

1. Objective number one as stated in the proposal; relative to "each student's activities will be based on the Learning Loop", is being accomplished. This is pointed out in the positive response received to staff interview question number three. Here thirteen of the sixteen teachers, nine Distar tutors and nine aides answered in the affirmative. Also, thirty-five of the forty students interviewed indicated that their parents liked what they are doing at school "using the Learning Loop".

2. Parts A, B, C and D of objective number one are being done. This is apparent from all the teachers interviewed stating that they use criterion-referenced assessment in staff question number one. Also, there were samples seen in the classroom of student assessment, prescription and diagnosis in conjunction to staff question number eleven. Pre and post tests along with activities for a specific learning experience are avilable. Implementation procedures as mentioned in part "C" appear to be well received by the students. This can be seen in student questions number one and four. All but four students that were interviewed indicated they like school. In reply to the question, "are your teachers' nice?", thirty-seven said yes, threee said some and none answered "no". In response to student question number six, over fifty percent of those interviewed indicated that they would change nothing about the school or that they did not know what they would change. In addition, the parent sample (9 of 50 returned) from a mailed questionnaire showed the Arapahoe mothers and fathers saw their children happy with school. Therefore, it would appear that children are happy with the Arapahoe educational system.

3. Over two-thirds of the teachers interviewed saw themselves rewriting behavioral objectives, building learning activity packets and designing teaching-learning activities in responding "yes" to staff question number two. Also, in fulfilling objective number two, only one teacher replied "no" to staff question number eight relative to sophisticating the personalized approach through the monthly Title III sessions.

4. The evaluation team observed that team teaching, "family of learners", and para-professionals are all being implemented. Responses to staff questions number five, six and seven also indicate that the above items listed in objective three are being accomplished.

5. Community involvement through the use of resource people as outlined in objective number four is or will be done with seventy-five percent of the teachers giving an affirmative answer to staff question number four.

6. Under the activities section it is mentioned that there will be work sessions each month for the purpose of sophisticating the personalized approach. Staff question number eight had only one staff member reply that these sessions are not effective. Also, seventy-five percent of the students interviewed indicated that they usually work by themselves or in small groups. This indicates that the personalized approach is in fact being employed.

7. The activity of holding workshops for other schools in the state is being accomplished. Twelve of the sixteen teachers interviewed stated that they have participated in such workshops

8. The several classroom observations that were made indicated a wide range of educational activities and a variety of teaching techniques being utilized.

B. Areas of Concern

1. "A monthly student advisory committee meeting will be held to provide "input and output" to and from this representative group of the school", this quote is from the activities section of the report and appears not to have been done at this point in time for this school year. All but two of the forty students interviewed stated "no" or "Don't know" to the question, "Do you have a "Student Advisory Committee" (Council) here at school?"

2. Approximately 40 percent of the certified teacher's comments expressed concern over the "rigidity" of the learning loop approach.

3. Generally the para-professionals and team approach were rated effective; however, several of the teachers saw confusion as to the role of the aides and Distar tutors. In addition, some 50 percent of the aides and tutors saw themselves actually rewriting behavioral objectives, building learning activity packages and designing teaching-learning activities. Some teachers questioned the competency and lack of professional supervision when aides-tutors engage in such technical activities.

4. The certified teachers expressed a need for planning time and additional clerical help in assessment procedures over and above what is now in operation. Some teachers in their subject matter areas may have the entire student population during the week and the required paper work is seen as excessive.

5. About 65 percent of the entire staff either answered "no" or "don't know" in relation to whether sessions with Riverton teachers were currently being implemented to ease the transition of Arapahoe students into the Riverton secondary schoool. Furthermore, only 33 percent of the parents responding on their questionnaire (9 returned out of 50 mailed out) could respond in a positive manner whether their children were looking forward to going to school in Riverton. Also, this can be related to student results where approximately 50 percent of the students interviewed did not want to attend high school in Riverton or were, to some degree, uncertain whether they wanted to or not.

6. There seems to be some disenchantment on the part of some of the teachers for the following reasons:

   a) The advent of a "differentiated staffing pattern" for the current school year where several professional teachers felt that they were "out voted" by aides and tutors to implement the new pattern.

   b) The Distar program is seen by some certified teachers as the "dog that wags the curriculum's tail".

7. Two areas from the current proposal's evaluation section were not carried out. There were no "recorded assessments of the efficiency and effectiveness of team teaching mechanics nor evaluation instruments being administered to workshop participants for feedback. The latter evaluation goal was made inoperative because funds originally believed available were withdrawn at the State Department level.

C. Recommendations

1. Recognizing that school has been in session approximately two months at the time of this on-site visit, it seems that the immediate activation of the student advisory committee would eliminate area of concern number one.

2. Perhaps teacher concern (see area of concern two) about the rigidity of the learning loop can be ameliorated through discussion at the already existing staff work sessions. Here necessary rigidity/flexibility could be discussed from the administration and classroom points of view. In addition, area of concern three could be approached in this same manner to define/redefine the role of aides/tutors.

3. The project director might consider discussing with the teachers their concern (see area of concern number four) relative to granting a planning period sometime during the school day. Also at these sessions it might be discussed how aides could be used to accomplish the paperwork that has also been expressed as a concern by the certified teachers.

4. Area of concern number five relates to the project proposal in stating that sessions with Riverton were being held to aid the transition of Arapahoe students into the Riverton secondary schools. It appears that if this is happening, staff and parents are not aware of it. If these sessions are being held, parents and staff could be informed via a newletter. If in fact, these sessions are not being held or it is being accomplished by some other means, the staff and parents should be informed.

5. It is not within the parameters of the evaluation unit to sit in judgement of the merit or lack of merit relative to "differentiated staffing" or "Listar" as referred to in area of concern number six. Whether or not these situations exist as stated is not relevant in itself to this Title III report. Nevertheless, some faculty see staff divisions as existing. Therefore, this unit recommends that administration, teachers, aides, and tutors should meet in one manner or another to implement a two way discussion on these matters and to define or redefine them for all concerned.

6. The part of area of concern number seven relative to "recorded assessments of the efficiency and effectiveness of team teaching mechanics", should be eliminated from the project or revised to be an active component of this project. The second area mentioned in concern seven can be implemented if funds become available, otherwise it should be rewritten to become a functional aspect of the project, or delete it from next year's endeavor.

D. Outside Consultant

1. Positive Areas

It was apparent that the staff is committed to the program being developed at the Arapahoe School. The objective to use the learning loop to allow pupils to proceed on the continuum is accepted and used in most areas.

The staff is developing pre-tests, post-tests, learning activities, and objectives to allow positioning and progress on the continuum. These are being implemented as they are developed. Material is referenced, filed, and kept current.

Extra time for developing the program, and trips taken by members of the staff for observations and training which were provided for by Title III funds, have been utilized to good advantage. Staff members feel they will continue any extra work necessary even though Title III money will not be available.

I cannot commend too highly the time and energy spent by the entire staff. I don't believe I have ever seen a harder working group of people.

Students are usually worked with in small groups. As they progress on the continuum, they do move independent of other students. Individual progress actually takes place.

Students seem to be happy and adjusted, for the most part. The program fosters independence and responsibility. Activity and mobility during the day reduce the chances of monotony.

Both boys and girls are included in all areas of the curriculum. Good rapport exists between students and teachers and any difficulty because of the presence of two races was not apparent.

Team teaching is used throughout and is functioning well. Teachers and staff members on the various teams seem compatible and respectful of one another's tasks.

Team meetings held three days per week are designed to share ideas and materials and bring the team up-to-date on individual students. Team leaders were democratic in their approach and carried at least their share of the load.

Distar program involves community members, most of whom are also parents. This group is performing a vital function at present and are considered valuable members of the teams.

I was unable to observe APAC, nor did I learn what their recommendations may have been and whether they had been adopted.

2. Areas of Concern

The learning loop presupposes that all learner needs can be identified by test. This might be questioned, as well as the validity of using all teacher-made tests.

It would seem that incidental and creative teaching would be difficult to include in the continuum. Gathering groups of students of any size would call for much advance planning and cooperation. For example, how could the language arts department practice a play for two weeks?

Another question one might consider is that some students do better when the situation is structured and this curriculum is geared almost totally to individual responsibility.

A voluminous amount of paperwork is necessary. Such things as pre-tests, post-tests, objectives, and activities are being written by the teachers largely on Title III time. Records which must be kept on a daily basis also occupy a large segment of time. The teacher's task is made more difficult by these demands.

Distar is meant to be a satellite program, but in some cases if would appear to be the basic program. If this is the case, one might question the role and preparation of Distar instructors.

There was no guidance or counseling program apparent, nor was there an attempt to make the application of academic skills to vocational areas.

3. Recommendations

a) Develop a schedule for next year when Title III funds are not available that will allow time during the day for team planning and material development.

b) Include in this schedule planning periods and break cimes to promote a relaxed staff.

c) Promote supervision, by a certified teacher, of all areas of the curriculum.

d) Investigate established curriculums, such as SCIS or ICCS science curriculums, and apply when possible rather than writing everything from the beginning.

e) Develop a selection criteria and job description for team leaders.

f) Re-establish the natural close relationship between math and science by having the science room and the math lab change places or by putting the math lab in the math room.

g) Implement a guidance, counseling, and home visitation program.

h) Implement salient points of career education into curriculum whenever possible.

These recommendations are made because, in my personal opinion they would enhance the program. They are by no means to infer that the Title III Proposal was not being implemented. I firmly believe a fine effort has been made to develop an innovative program to more successfully meet the needs of the children of Arapahoe. This has happened and Title III has been effectively used.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	"Making Use of Sight and Ear (Muse)"
LOCATION:	Cheyenne, Wyoming
PROJECT NUMBER:	60-71-1126-0
DATE:	February 11-13, 1974
REPORT BY:	Mr. Roger O. Hammer
TEAM MEMBERS:	Mr. Roger O. Hammer and Mr. Lyle S. McIrvin State Department of Education Planning and Evaluation Unit Dr. Mary Rhoads (Consultant)

I. OVERVIEW OF PROJECT

This program will ultimately serve all third grade children in the Cheyenne Public Schools and interested parochial schools. It is estimated that sixty percent of these children will be reached by the project this year. With expanded facilities, all Cheyenne third grade children could participate in the third year. A pilot continuation project during the third year would involve selected fourth grade children.

1. By June 1, 1974 seventy percent of the children involved in the MUSE program will have composed at least five melodies, three of which will contain rhythmic complexities involving two or three different note values. All five will contain melodic complexities involving upward and downward motion, including the intervals of a second and of a third. The students will demonstrate therein by playing their complexities and musical concepts contained therein by playing their compositions (melodies) for the teachers and their classmates.

2. Ninety percent of these children will demonstrate the ability to re-create (echo) rhythmic patterns of up to two measures (3/4 or 4/4) in length containg half notes, quarter notes, dotted quarter notes and eighth notes. Fifty percent of the children will be able to notate accurately rhythmic patterns dictated by the teacher, containing combinations of quarter, eighth and half notes not more than two measures (3/4 or 4/4) in length.

3. Eighty percent of the children will be able to recognize and identify such fundamental symbols as notes, clef signs, the staff, bar lines fermata, repeat signs, accidentals, scale patterns, accents, meter signatures and measures.

II. IMPLICATIONS

A. Positive Implications

1. The majority of staff interviewed stated the MUSE objectives had been explained to them and 21 of the 31 teachers aid they believed the MUSE program benefited students.

2. None of the 31 staff interviewed saw the reception of the MUSE program in anything but a favorable light either by parents or students.

3. All of the music professionals (cluster and piano teachers) rated the program's technical effectiveness (composition, rhythm patterns, and music symbols) quite high. The performance objectives (See Overview of Project - Section I) appear to be reached. The student responses appear to collaborate the assumption that the objectives have been met; however, slightly more than a majority of students interviewed could not say they knew what the different music symbols meant.

4. Anecdotal records on student progress, student compositions on tape, pupil questionnaires and Wood-Boardman tests have been administered or kept by the project personnel. Accomplishments represent the majority of evaluation criteria as listed in the project proposal. (See Overview - Section I)

5. Various aspects of the program were viewed by the interviewed staff as the "major strength of the project". The most obvious strong points were:

   - teaching music fundamentals

   - encouragement to children to pursue music

   - gives students something not available in the structured curriculum

6. Almost one hundred percent of the students interviewed liked music in general and the piano bus experience in particular. In addition approximately ninety percent of the fifty students interviewed said their parents were happy about what they did in the music bus.

7. Both State Department of Education evaluators were impressed with the student and teacher enthusiasm observed in the traveling bus.

B. Areas for Concern

1. The teacher aide who resigned a week ago has presented

some difficulties to the smooth running of the traveling bus. In addition, a few project evaluation items have not, to date, been carried out. For example, no questionnaires have been sent to classroom or cluster teachers; no formal interviews have been held with pupils, classroom or cluster teachers; no "teacher-made tests" have been given to target children.

2. The majority of the thirty one staff interviewed had not, to date, personally observed a music lesson in the traveling bus. The minority of staff (approximately thirty percent) interviewed who had not had the MUSE objectives explained to them nor could answer in the affirmative whether MUSE benefitted students were generally the same group who had not visited the bus while in operation.

3. There was a long list of dissemination methods listed by some of the staff interviewed. However, about one third of those teachers interviewed said nothing was being done, in the community, to tell others about the project. It seems obvious that some staff do not know of the efforts being made to inform the public.

4. There was a problem as to where to park the bus at Buffalo Ridge. There were various comments about the bus being late, particularly at Lebhart.

5. Only twenty percent of the children interviewed on-site could say whether "anyone here in school asked them how they liked the work in the music bus". The vast majority of the ten students who did say someone talked to them about their piano work stated another pupil or friend asked about the bus. Only once was a teacher (school music instructor) specifically mentioned by a student. This fact indicates that the proposal's objective to have "students chosen at random and interviewed in order to assess their attitude" was not being done; in addition, very few of the regular classroom teachers are talking about the music bus work with the participating students.

C. Recommendations

1. We encourage the school district to hire a new aide immediately. The effective utilization of this aide could eliminate or moderate some of the project's weaknesses found in Area of Concern #1. For example, the aide could assist project administrators in completing the evaluation components not done to date. In addition, Area of Concern #2 might also be partially eradicated by having the aide release all third grade teachers at least once to view a music lesson in the bus.

2. There is a significant minority of third grade teachers who

do not understand MUSE objectives and the corresponding benefits that the student receives from the bus experience. Certainly another staff meeting of participating teachers at the beginning of next year's terminal operation would be useful, and a brief newsletter to participating and non-participating elementary teachers within the thirteen schools toward the end of the current school year would be beneficial. (Area of Concern #2)

3. The newsletter and staff meetings suggested in the above Recommendation (#2) could also serve as a vehicle to help moderate Concern #3. To wit, since one third of the participating teachers do not know what dissemination activities have already been done, mention these activities. One teacher interviewed also suggested a parent brochure should be provided (maybe included in the report cards of all target children at the end of this school year and put in the report card of next year's third graders at the end of the first six weeks grading period).

4. The parking problem at Buffalo Ridge should be investigated and a better (more convenient spot) place set aside. The bus schedule should be reviewed. Many teachers, particularly where the self-contained classroom has been modified, were upset when the bus was fifteen minutes late. (Area of Concern #4)

5. Pupils should be interviewed by project personnel before the end of the school year or that part of the evaluation scheme dropped from the next year's proposal. In addition, an effort should be made either by the piano teacher, aide, or regular classroom teachers (preferably all three) to talk about the bus experience once or twice a year outside the bus itself. What do they like or dislike about it? What are their favorite activities? (Area of Concern #5)

D. Consultant Observation and Recommendations from On-Site Visit by Dr. Mary Rhoads

Positive Observations

Product Results were domonstrated by a pre-test in September, 1972 and a post-test in May, 1973.

	PRE-TEST GRADES	POST-TEST GRADES
Davis School	48 %	63.6%
Deming School	62.5 %	69.2%
Alta Vista School	60.02%	65 %
Miller School	62.7 %	70.8%

In personal interviews, classroom teachers reported greater comprehension of rhythm, key signatures and note reading among

those who had had a year of MUSE training. The classroom and piano class apparently reinforce each other; less time needs to be spent in the classroom on music fundamentals now, thanks to the piano bus. Furthermore, more students display an interest in taking music lessons. Mr. Zackman, principal at Goins School, reported considerable support and enthusiasm among parents and classroom teachers.

The Title III Project MUSE, servicing 600 students in 13 schools, has been functioning via the piano bus since September, 1973. It is a one-year program aimed primarily at teaching fundamentals, with an end-of-year goal aimed at enabling the students to read a single-line melody in treble clef; read notes in any direction; have a general conception of rhythm, know the names of white keys, some lines and spaces on the staff; write five original pieces, perhaps play with both hands simultaneously; recognize some of the music signs.

Four groups of students at Goins School and four groups at Dildine School were observed. I noticed uniformly excellent rapport between instructor Jim Woodman and the children, as well as a very friendly, relaxed atmosphere. Among all the students concerned, not one was put-down, discouraged or antagonized by the approach; strong evidence that it is on the right track.

The 3rd grade students at Goins School attempted to determine the direction (up or down) of each note. Three fingers on each hand were used - "pointer, middle and ring" fingers. Some students were extremely enthusiastic and exhibited a great sense of accomplishment at being able to achieve their goal. A few demonstrated natural talent well worth encouraging. Most, however, had great difficulty in determining directions; many were not playing anything near the notes called for or the directions indicated. Obviously all of the students are not being reached; only some contribute. Others either ignore the proceedings or are hopelessly lost. However, I would consider the program worthwhile if for no other reason than that it inspires some talented youngsters who would not otherwise have the opportunity to develop their abilities. Thanks to the tremendous amount of patience and kindliness exhibited by Jim Woodman, enen those who are not yet able to understand the material are at the very least experiencing a pleasant, constructive association with music.

The Dildine School students were all 4th graders, and more were able to distinguish the directions of the notes. Apparently the additional year makes a great difference in the comprehension and performance ability.

Some good teaching techniques were used. The group was divided into two sections, with one half of the students serving as "pointers" for the "players". The pointer pointed to a note and the player tried to play it. Some of the more capable students were wisely put to work helping some of the others.

In general one may conclude that the program stimulates interest in music, excites some, reaches some and hurts none. It encourages improvisation and creativity in music, and offers some benefits that may not be as readily discernible as musical progress.

The product report shows that the program improves the students' musical knowledge, although not as rapidly nor as thoroughly as I think it might. The year-end goals seem a bit overly-optimistic at the moment.

Suggestions

1. The drill performed on "Oh, Susannah" showed that the students watch only their fingers, not the notes. It would be far more effective if the children were taught to play by "feel", with their eyes on the notes. Games might be devised to implement such teaching.

2. In studying the notation exercise of "Oh, Susannah", I observed that most of the students had little or no real understanding of actual notation: direction and size of skip or step. Work should be done in learning to recognize both the direction of the notes and the size of the steps or skips. Here again, games and "fun gimmicks" can be devised to make the learning somewhat more palatable. The children tended to become so preoccupied with the directions of the stems (indicating which hand should play) that they ignored the actual notes. It might well be advisable to hand one hand play at a time or have both hands play the same notes.

3. An aide is absolutely necessary, in my opinion. The students at the back of the bus pay little attention to the proceedings and need someone to supervise and assist them. Without an aide, Jim Woodman doesn't have the planning time he so badly needs in order to devise games and "gimmicks" to develop a sense of touch and eye contack with the music. A creative, imaginative program requires much more planning time than one that can follow a set format. The very necessary frequent checks on individual progress would be more feasible with the help of another person. Every effort has to be made to devise means of encouraging steady progress and to maintain interest and enjoyment at a high level. More money is needed to pay for a reliable and qualified aide, and the sum allocated for such a purpose would be extremely advantageous. This kind of program requires a tremendous amount of patience and imagination. Jim Woodman exhibits a temperament eminently suited to the job. With sufficient time to plan activities directed at developing a greater sense of touch and visual comprehension, I am certain he will continue to improve what I consider to be a very worthwhile program.

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TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Continuous Individualized Learning (K-12)"

LOCATION: Glenrock, Wyoming

PROJECT NUMBER: 60-73-0549-0

DATE: March 12-13, 1974

TEAM MEMBERS: Mr. Roger O. Hammer and Mr. Lyle S. McIrvin
State Department of Education
Planning and Evaluation Unit
Dr. Kenneth Blackburn, (Outside Consultant)

I. OVERVIEW OF PROJECT

By the end of the second year of this project, the following terminal objectives will be met:

1. Students will exhibit more favorable attitudes toward school (teachers, peer relationships, social structure and climate, school subjects). This will be measured by responses on a School Sentiment Index (a sample is found in Instructional Objectives Exchange - Attitude Toward School, K-12.) Also, random pools of both primary and secondary students will indicate a more positive attitude toward the general notion of "school."

2. Glenrock students (K-12) will demonstrate a positive attitude toward learning as shown: Increase in attendance, number of students referred to office for discipline, anecdotal records, teacher, students, and parent opinion.

3. Glenrock students' (K-12) cognitive learning scores will not be less than scores of standardized tests administered in years prior to the project.

In order to attain to above two-year objectives, the following process objectives will be met by the end of the first year. Included are the activities and evaluation procedures.

1. To identify and analyze schools which have implemented programs similar in nature to the intent of the Glenrock Plan.

   PROCEDURE - The Project Director will identify and contact such schools. Teacher teams will be sent to evaluate the programs in such schools. Staff meetings will be held for dissemination of information gained and reported issued.

   EVALUATION - Each visitation team, with the aid of the Director, will prepare written and oral reports for the rest of the staff.

2. To develop and adopt district-wide and departmental philosophy and goals.

   PROCEDURE - During the Spring of 1973 a preliminary set of goals and philosophy will be determined. These will be revised upon feedback from visitations and prototype models.

   EVALUATION - The steering committee will evaluate each set of philosophy with goals to keep them commensurate with the intent of the Glenrock Plan.

3. To develop departmental and/or area student objectives.

   PROCEDURE - During the summer of 1973 and the following school year, each area and/or department will develop students terminal and process objectives in line with the goals of that area. These will be in the form of a continuum so that continuous progress is possible.

   EVALUATION - All sets of objectives will be evaluated to make sure they are in line with the goals, allowed for individualization, and permit continuous progress.

4. To prepare individualized learning materials, evaluative devices, and to design learning experiences commensurate with designed objectives.

   PROCEDURE - Summer writing sessions will be ehld for the development of this phase of the program. Criterion reference tests will be developed commensurate with the objectives.

   EVALUATION - Learning activities will be evaluated according to:

   In line with objectives;
   Provision for individual differences; and,
   Variety of modes of learning.

   Evaluative devices should be based only upon student objectives.

5. To increase the skills of diagnosis, prescription, small group instruction and the preparation of learning material of every staff member.

   PROCEDURE - Periodic workshops will be held for the above purposes. These will be set up by the Director on the basis of need as determined by frequent staff-reaction sessions.

6. To establish prototype programs for the purpose of implementing various procedures.

   PROCEDURE - It is hoped that at least two departments will have a continuous progress individualized system by September, 1973. Experimental techniques can be tried here and the "bugs worked out" before total school implementation.

EVALUATION - Areas using a prototype model will constantly make the staff aware of their progress in meeting the goals of continuous individualized learning.

7. To develop administrative materials and skills used in continuous individualized learning.

PROCEDURE - Administrators and staff will be responsible for developing administrative systems that facilitate the Glenrock Plan. These include: reporting systems, scheduling, grading, staffing, physical plant, etc.

EVALUATION - Various methods will be tried during the 1973-1974 school year. Each will be given an objective and subjective evaluation. Best methods will be chosen for final adoption.

8. To inform the professional community and public of the progress toward the implementations of continuous individualized learning in Glenrock.

PROCEDURE - At least two public meetings will be held, along with service club visitations, to keep the public informed. Both the lay and professional communities will be kept aware of progress in newspaper and professional releases.

II. IMPLICATIONS

A. Positive Implications

1. The two elementary and the two secondary classroom observations, recorded material and teacher methods that were viewed as conducive to individual instruction and learning. Students were seen as contributing, in varied degrees, to the various class activities. Also the instructor's characteristics seen as being understanding and interesting.

2. "Students will exhibit more favorable attitudes toward school and toward several dimensions of school (teachers, peer relationships, social structure and climate, school subjects)." This part of objective one appears to be met. This is pointed up in that the vast majority of students interviewed stated "yes" to "Do you like school?" and "are the other kids in the school 'good guys'?" Also, thirty-one of the thirty-eight staff interviewed stated "yes" to "Do you believe that as a result of this project 'students will exhibit more favorable attitudes toward school'?" Two staff members expressed "no" to this question with five saying "I don't know". Thirty-three of the staff interviewed saw the students receiving the project "O.K." "well" or "very well".

3. Approximately fifty percent of the staff saw themselves as being involved (in some way) in the planning of this Title III project.

4. In the main, parents are happy with their children's school work this year and appear to have received the project as acceptable.

B. Areas of Concern

1. The project reads more like a planning grant proposal rather than an operational grant proposal.

2. Although all staff interviewed could verbalize something relative to the project's "major objective" and it's degree of accomplishment, the team felt there was lack of "sameness" in language and possibly purpose between all grade levels concerned. An example is "continuous progress" referred to in the secondary school responses. Furthermore, terms such as "options", "own level of ability", "work at their own speed", "own level" and "student needs" are other examples of terms and phraseology that seem to mean different things in the different schools.

3. There are several comments made by secondary students and staff relative to "LAP's approach", "grading system" and student ability or lack of it in pacing themselves to accomplish the individual work.

C. Recommendations

1. The evaluation team understands that the original proposal was written as a planning grant, that just prior to submittal date the proposal was altered to make it a proposal for an operational grant. This lack of proposal uniformity can be changed when the proposal is rewritten for next year i.e., matching the language in the body of the proposal to the language of the evaluation component.

2. In-service, periodic newsletters or workshops are vehicles that could be used to eliminate concern number 2. This would serve to orient staff and have them using "educationeze" which will mean the same thing to all staff.

3. The significance of area of concern number 3, relative to whether all students in all subjects can handle this kind of individualized learning, will have to be decided by school and project administration. If these individual comments appear pertinent, some means to obtain staff feedback would be in order. This should be done prior to rewriting next year's continuation proposal in order to include staff recommendations and suggestions.

D. Outside Consultant's Observations from On-Site Visit

The observations and recommendations discussed below are based on

twelve staff interviews. At least one member was interviewed from each of the eight planning teams. Also, introductory and final summary discussion sessions were held with the project director; the school administrators were not interviewed. The superintendent and high school principal were out of town on school business and the elementary principal was ill.

The following observations, hopefully, will be helpful to the reviewer of the Glenrock Title III evaluation report:

1. It was my privilege to visit the previous Glenrock Title III project, i.e., the "Individualized Instruction: Learning Activities Package" project. At that time (May 1, 1973) plans were being developed to implement a continuous progress program throughout the entire district (K-12). Only a few secondary teachers were involved in the first individualized instruction project where now all teachers in the system are involved in the continuous progress project. This involvement varies from initial planning stages to advanced implementation stages. Considerable work has been accomplished since last year in planning, developing and implementing the present program. However, as the staff will readily admit, much remains to be done.

2. There are eight teacher planning teams functioning at this time. These are: (1) primary (K-12) math; (2) primary language arts; (3) intermediate (4-6) math and science; (4) intermediate language arts; (5) secondary (7-12 science; (6) secondary math; (7) secondary social studies; and (8) secondary language arts. The secondary science, language arts and intermediate math and science teams have implemented developed materials within the context of the continuous progress concept. The other teams are in various stages of planning and development with implementation expected next year. The least advanced are the primary teams.

3. Each team has been given a great deal of latitude to experiment with the concept of continuous progress. This freedom has acted as a stimulus, however, some differences have developed in how the teams conceptualize the fundamental concepts.

4. There was identified concern about students not being able to function effectively in a self-paced and a self-directed atmosphere. Therefore, it may be necessary to provide rigid scheduling for some students, i.e., some students may learn more efficiently in a traditional learning atmosphere. It is unrealistic to expect all students to function effectively with the new learning atmosphere, especially in light of the number of years they have spent in a traditional learning atmosphere.

5. Some groups have sound planning ideas developed and on paper. Their plans provide logical and realistic steps for phasing

into the continuous progress learning program.

6. There is concern and some frustration by teachers over feeling that the idea must be implemented immediately. The ideal may never be fully realized because of trade-offs in time, number of teachers, facilities and temperament of students. Therefore, the ideal must be tempered with realism and practicality.

The following recommendations are suggested for consideration by the Glenrock staff and administration and the State Department of Education:

1. It is recommended that the project continue and that the State Department of Education through the Title III office continue funding for a second year.

2. It is recommended that the primary teams receive concentrated help to implement the program as soon as possible. Each year the primary level delays in implementing the continuous progress concept the more pupils there will be that must go through the difficult transition (traditional to continuous progress) as they enter the intermediate level.

3. It is strongly recommended that a few total staff meetings be held so that basic concepts can be agreed upon. This seems necessary in order for each team to plan, develop and implement from a common frame of reference. One year of experimentation seems sufficient.

4. It is recommended that some "traditionalism" be provided for those students who function best in such a learning atmosphere. The important thing to remember is that the learning needs of style and atmosphere for each student be individually diagnosed and then an appropriate treatment provided.

5. It is strongly recommended that some inter-group sharing of ideas and planning skills be implemented.

6. Finally, it is recommended that projected planning steps of manageable size be developed and implemented. This type of planning should enable the teams to concentrate on manageable tasks rather than being frustrated over the whole.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	"Sharing Hastens A Realistic Education" (SHARE)
LOCATION:	Casper, Wyoming
PROJECT NUMBER:	60-73-1330-0
DATE:	March 14, 1974
REPORT BY:	Roger O. Hammer
TEAM MEMBERS:	Roger O. Hammer and Lyle S. McIrvin State Department of Education Planning and Evaluation Unit Dr. Robert de Keiffer (Outside Consultant)

I. OVERVIEW OF PROJECT

A. Objectives

1. By June 1, 1975, each teacher will be able to plan, select, and assign audio-tutorial involvements which will have been produced to provide instruction in specific areas of identified need at each pupil's instructional level.

2. By June 1, 1975, Crest Hill and Southridge children who have been exposed to an audio-tutorial involvement in an area selected for production will show increased performance in the particular skill over their earlier counterparts who did not receive this instructional approach.

3. By June 1, 1975, the faculties of the two schools will be able to demonstrate that by cooperative planning and "Share" - ing, Crest Hill and Southridge children will be participating in audio-tutorial and involvement-center activities that are of higher educational quality and greater in number in comparison with experiences currently available.

4. A fourth objective is being requested in the continuation proposal. By June 30, 1974, the card-file catalogs at Crest Hill and Southridge would be updated to conform to the Canadian-American system, and all software holdings would be included.

II. IMPLICATIONS

A. Positive Implications

1. The first general project objective appears to have been achieved - to have each teacher plan and assign A-T involvements. There were only two teachers who said they had not used A-T Kits.

2. The second general objective also seems to have been achieved; namely, to have students who have used A-T Kits to show increased performance in the particular skill involved. Only one teacher (at Crest Hill) said that children had not demonstrated better performance. In addition, approximately 75% of those students using A-T Kits answered in the affirmative that they liked such work.

3. The third general objective involving "sharing" between the two elementary schools and cooperative planning is presently operative. Almost 100% of the staff interviewed said they were pleased with the "sharing" aspect of the project.

4. The SHARE project made a comprehensive effort to utilize the comments and recommendations of the first year's evaluation in their second year continuation proposal. For example, the rather extensive evaluation component section was generally carried out and implemented. They have kept track of how many Kits and how many children have benefited from project materials. Internal testing has been part of every Kit produced and some effort at pilot feedback was attempted.

5. The evaluation team was impressed in observing the positive student reaction while actually using an Audio-Tutorial Kit in the classroom.

6. All staff interviewed could verbalize general objectives for the project and, furthermore, 100% of those interviewed saw the objectives were met or being met at this time. In addition both the Media Specialists and both the I.M.C. aides were highly regarded by the interviewed teachers.

B. Areas of Concern

1. While the fourth general objective "to update the card-file catalog" and include all software seems to have been generally achieved there was some concern voiced by a minority of staff as to the utility of the present system. About one-third of the interviewed teachers had reservations

about the time-consuming process of checking materials out and whether the index should be keyed to learning skills.

2. Three areas from the evaluation section of this year's proposal are not operational at this time. Children and parent reactions via project opinionnaires have not been administered. (Crest Hill did some student polling last spring). There has only been an "informal diary" kept on the time spent by I.M.C. personnel. Furthermore, two questions raised within the project proposal on the reliability and validity of A-T Kits remain unanswered:

   In terms of readiness to learn is time or age itself a more important factor in achieving learning than the effective application of A-T Kits?

   What learning activities are not appropriate for A-T application?

3. Approximately 50% of the staff interviewed did not know how parents have reacted to the audio-tutorial program.

4. The evaluation team understands the current school year saw about a 33% staff turnover. It appears that some lack of commitment voiced by a minority of staff members may well be a result of new teachers "inheriting" a different method of instruction (double classrooms at both schools as well as the A-T project). Such comments as "get a central project location", "have fewer SHARE meetings", "more release time for teachers" are indications of some negative feelings toward the Title III project.

5. The leaving, at the end of the current school year, of the Media Specialist places a burden on the project administration to replace this key person.

6. There is some staff feeling that the A-T program is for remediation work only. Whereas the current proposal does mention remedial work in a general way, there are indications that the program would include <u>all</u> ranges of student ability. The lower age students appear not to have any problems with A-T involvement but the project personnel haven't determined upper age or upper ability limits for A-T work.

C. Recommendations

1. While Area of Concern 1 is not viewed as critical by this evaluation team, some staff discussion and debate seems to be indicated relative to the ease of checking out A-T materials and whether the filing system should be indexed differently; for example, keyed to specific learning skills.

2. The failure of the project to evaluate the time usage by I.M.C. personnel should be eliminated by keeping a weekly log. This log should denote differences between productions time, student help time, and general duties. The general duty category should be closely monitored to better utilize the aides in the role specified by the project proposal. The two unanswered questions regarding the "proper role" for A-T work within the broad range of school work and student abilitiees may never be completely answered; nevertheless, some attempt by the entire teaching and administrative staff might be directed toward:

    a. What types of students do we want to use A-T learning?
    b. What topics, outside of remedial work, would students benefit from?
    c. Do we have time to expand the coverage of A-T work or should we refine the materials already in existence?

3. Parents should be polled in some systematic manner as to their feelings and impressions of the A-T program. This knowledge can aide the staff in answering questions raised by the first two recommendations.

4. The central administration of the Casper School District should make an attempt to stabilize the staff turnover rate at both elementary schools and/or select those new teachers who want to work in a modified team teaching environment and who understand the time commitments involved with the SHARE project.

5. The Media Specialist is leaving for a variety of reasons; most important, lack of "one central office". Next year's replacement either must understand the travel requirements back and forth between schools and/or these requirements be modified so as to give some time permanence at each site. For instance, a bi-weekly time block might be arranged so the specialist is locked into each school for a continuous time period each month.

6. Area of Concern 6 is related to Recommendation 2 in that both points deal with general program philosophy and the possible modification of project impact in the year ahead. We would again encourage total staff involvement in a discussion of this modification. As one staff member suggested, a late summer workshop for one week would help to clarify objectives and give the staff an opportunity to write-rewrite A-T materials.

D. Outside Consultant's Observations from On-Site Visit

I was extremely impressed with the progress they had made since last year. As with all projects of this nature, the success of the project is determined largely by the interest, enthusiasm and conscientious work provided by the leadership; namely, the project directors. Although on the surface the project looks relatively simple and straight-forward, the human relation element between administrators, media coordinator and teachers from two different schools could complicate successful development. This I found not to be the case. Although both Owen and Herb were somewhat concerned about the number of program units which have been developed, those which I personally evaluated were well thought through, well organized and developed and seemed very effective with those students whom I saw taking them. Most of the problems identified by the personnel in Casper dealt with administrative procedures. I will try to list some of the problems and make a few suggestions for further improvement.

1. Replacement for Art Rivers

   Suggestion: I will take the job description for this position to Atlantic City on March 16 and post it at the Association of Educational Communications and Technology National Convention Professional Placement Service Board. I will further try to screen any interviewees interested in the position and send this data on to Mr.Jones and Mr. Haas.

2. Status of Programs in Various Stages of Production

   Suggested Solution: I would recommend that a scheduling board be designed which would include all aspects of program development from the identification of the problem to the final distribution of the packet. Each program would be identified in a running account as to its progress and would be visable to anyone desiring the information.

3. Dissemination of Kits to Other Schools in the District and/or State.

   Suggestion: I would suggest that rather than include additional schools in the production of kits that the existing kits (55) be made available for a fee. The reproduction of kits could be handled by an outside firm or the Wyoming State Department of Education. The State Department itself might be interested in disseminating information about the availability of the kits and/or reproduce the kits for sale to schools throughout the region.

4. Decrease in Production Time for Kit Development

Suggested Solution: The schedule board would be helpful in identifying time involved in kit production. However, the instructional media specialist should be provided with only one office and not split his time between the two schools on a two and a half day at each school basis. This would allow more concentrated time for kit production. It might also be possible to enlist the aid of parents in kit production. Many of the mothers of students in the two schools undoubtedly have graphic arts ability and/or communications skills necessary for the production of the audio tapes. This source should be taped with care; however, when the kits are to a stage of production, teams of parents could do the final production of the graphic materials, handout and work materials as well as the audio tapes.

5. Split Time of Instructional Media Specialist

Suggested Solution: The time of the instructional media specialist should be consolidated. He should be responsible to only one administrator, have only one office for greatest efficiency. The administration of the time and efforts of the media aids can be handled effectively by occasional visits and telephone conversations negating the necessity of travel between the two schools.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Shaping and Sharing Human Values"

LOCATION: Kemmerer, Wyoming

PROJECT NUMBER: 60-71-1214-2

DATE: March 19, 1974

TEAM MEMBERS: James Doxey, Consultant
Alan Wheeler, State Department of Education

I. OVERVIEW OF PROJECT

This is the third year of a project whose objectives are:

A. By May, 1974, one-hundred percent of the students in each participating elementary school classroom will demonstrate involvement in a classroom meeting or activity through giving two voluntary responses during the activity.

B. By May, 1974, students at the Kemmerer Elementary School will have acquired attitudes and understanding which foster satisfying human relationships, as shown through a 50% reduction in interpersonal conflict situations referred to the elementary principal, compared to records kept from the 1972-73 school year.

C. Teachers of social studies in each grade level will provide for student participation in experiences by which other cultures and ideas are received and compared to the local culture.

Activities undertaken to accomplish the above objectives included development of an activity council in upper grades, tutoring of younger students by older, use of values-oriented materials in classrooms, holding class meetings, role playing, a photography project, development coordinated activities and assisted teachers and students. A full-time learning skills specialist worked with children having problems.

II. IMPLICATIONS

A. Positive Implications

1. Project director has developed excellent rapport with teachers and students involved with the project.

2. Physical facilities for the project are outstanding.

3. Project purchased materials are in wide use.

4. Several teachers appear to be aware of affective education and their teaching behavior seems to be oriented toward a more positive approach to teaching as a result of the project.

5. Current social studies curriculum selection seems to be directed toward a program with heavy emphasis on the affective. This would have been an unlikely situation prior to the project.

6. Well over half of the teachers are using class meetings regularly as a result of project training.

7. Principal reports that until recently (as a result of influx of new students) the number of teacher referrals of students as a result of discipline problems is down more than 50% from rate prior to project.

B. Areas of Concern

1. Mixed feeling of involvement on part of teaching staff.

2. Lack of clear involvement of the learning (reading) specialist in the project itself - even though she is 100% paid from project funds.

3. Lack of feeling on part of teachers that they feel they can continue without support from project director.

4. Failure of the project to carry out major portions of its design.

5. Confusion on part of staff as to how released time is tied to project objectives.

6. Little progress was observed in trying to implement monitoring report recommendations.

7. Need for project to deal on a systematic basis with students new to the Kemmerer system.

8. Only "hit and miss" efforts to accomplish objective C.

C. Recommendations

1. The district needs to reassess its decision to transfer the project director. The rationale to do this is based upon the teacher readiness to take over project activities, yet the evaluation team found teachers did not feel ready to do so and seemed quite unaware of their need to do so. If the

district decision is not changed teachers must be made aware of their responsibilities. Adequate continuation is a requirement of Title III if it cannot be provided equipment, etc., may have to be reassigned to another project. Another alternative is for the principal to exert strong leadership in order to assure continuation.

2. During remainder of this year

   a. deal with students new to system, perhaps in small groups;

   b. establish further in-service to train teachers to carry on if director is not back;

   c. be sure affective objectives are integrated into current curriculum development being undertaken through project released time.

D. Consultant Comments and Observations

One major problem in this project seemed to have been the lack of total staff commitment and responsibility for the human values project. Although it might have been difficult to promote widespread involvement in the project initially in writing objectives and developing the proposal, in three years there could have been a more concerted effort as a school to develop an on-going project reflecting commonly shared priorities. From my experience, establishing and naintaining a staff climate conducive to an innovative program like the human values project demands an on-going planning and assessment process that doesn't foster covert opposition to the innovation itself.

If the changes in the school board and district affected the project indirectly and the staff-staff, staff-administration interaction to such a degree, why were these problems never explored openly. (It's okay for kids to clarify values, etc., but not adults?). Why were the project objectives, planned activities, and evaluation procedure not modified to reflect the problems the project was experiencing?

There seemed to be an emphasis on packaged teacher materials and little work done during released time or the summers to develop school materials in support of the project. I say little evidence that teachers were getting together to explore their experiences with the project director and the project, and thus potentially learning new approaches to experiment with in their respective classes from each other. How, for example, did X teacher successfully incorporate what she learned from the class meeting into her regular class sessions? If these experiences were never documented or even discussed, how could they help others be successful?

From my experience, a successful evaluation plan of an affective focused project needs to be built into the program itself and not

be perceived as a separate "experience," a responsibility of the project director, or someone else. Teachers in the project might have shared this responsibility more readily if they had been more totally involved in early stages. Their resistance to even the simple evaluation forms suggested for the project revealed something about the overall project, at least to me.

From my experience, teachers need in-service training to develop the skills necessary to carry out affective projects. Without this training some teachers never do more than what they perceive to be the minimal amount of work on a project. Others, while committed, would be able to do more with some technical assistance and sufficient time for mutual planning, sharing, and anticipation of potential problems. In my opinion, the Kemmerer staff could have received more in-service dealing with the skills development mentioned above. Some time spent in staff development also might have been useful, especially as more problems emerged.

I feel that at the end of three years it is too late to make the kinds of observations appearing above. It seems like an earlier formative assessment of the project was in order by the State Department of Education or through some consultant help. I feel the program could have been monitored more effectively and some in-service assistance provided by the State Department. The lack of concrete evidence to evaluate the project appears to have been a major problem and not just at the end of the project.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	"Development of a Physical Therapy Program for Treatment of Specific Learning Disabilities"
LOCATION:	Pinedale, Wyoming
PROJECT NUMBER:	60-73-1838-0
DATE:	March 20, 1974
TEAM MEMBERS:	Dr. Kenneth Blackburn, Consultant Mr. Alan Wheeler, State Department of Education

I. OVERVIEW OF PROJECT

This project is built around an attempt to establish new and/or normal learning patterns for Pinedale Elementary School students with learning disabilities through physical therapy. Equipment to allow this goal to be met was purchased with project funds. Participants were to be selected with the assistance of Utah Medical Center personnel and through teacher referral. (Since the district hired a full time behavior specialist, he took over the role originally intended for Utah personnel).

II. IMPLICATIONS

A. Positive implications

1. Major trends - Student enthusiasm was obviously one significant and positive aspect of the project. Other positive effects were:

   a. the purchase and use of various skill games to improve hand-eye coordination, and

   b. the purchasing of language reading masters for helping to improve hearing and speaking coordination

2. The tutoral program (the use of high school and sixth grade students) has great potential. The involvement of these young people in helping children improve their skills is commendable. Also, the concept of mini-grants as a means of stimulating teachers to develop and undertake enrichment activities within the district is a deserving and a viable idea which seems a related outgrowth of this project.

B. Areas of Concern

As with most projects, there are usually some areas of concern. In this project there was a lack of evidence to indicate a direct relationship between the observed physical therapy procedures and the learning difficulties of the individual pupils. Also, little evidence existed to indicate that individual learning and coordination problems were adequately diagnosed and specific, creative treatments prescribed for the needy pupils. This problem, however, is probably related to lack of released time for the project director and/or the behavioral specialist to devote to the project. There seemed to be a tendency to involve all students and pull the learning disabled for added help. Little evidence that all learning disabled are indeed being served was observed. Another concern relates to the selection and assignment of tutors. The sixth graders who assist in the primary program are selected at random with no apparent relationship between their personal needs and their tutoring function. For secondary tutors there seems to be some rationale for selection; however, they need closer supervision and more training on how to work with some youngsters.

C. Recommendations

The following recommendations are suggested:

1. The program should continue even though there are some questions about the relationship of the physical activities to particular learning problems.

2. There should be more effort to diagnose learning problems and then prescribe physical therapy routines keyed to solve those problems. This may be very difficult but at least should be considered.

3. The tutors should be assigned where possible to a setting that will help them grow in a needed way. For example, the sixth grade tutors could benefit by being assigned to tutor according to their personal needs. At present, the sixth grade teacher sends tutors to the primary grades on a random basis. It would be helpful if she had time to visit the primary grades and see what her pupils are doing there. With such information she could capitalize upon the intrinsic values the pupils derive from tutoring within her sixth grade program.

4. Closer supervision and evaluation of the high school tutors is recommended. Training in reinforcement and communication skills seems appropriate.

5. More communication between the teachers and the community regarding the positive nature of the program should be considered. Even with the problems in the program, the positive and obvious benefits should convince most parents that the schools are doing an extra good job in meeting the needs of their children.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Occupational Education in the Classroom"

LOCATION: Laramie, Wyoming

PROJECT NUMBER: 60-73-0148-0

DATE: March 21, 1973

TEAM MEMBERS: Dr. Kenneth Blackburn, Consultant
Mr. Alan Wheeler, State Department of Education

I. OVERVIEW OF PROJECT

This project has as its general objectives:

1. to expand and develop the career awareness phase of occupational education for a segment of exceptional children in the elementary schools of Albany County;

2. to build a program which operates on the philosophy of training the heart, head, and the hands by use of hands, on experiences to improve the academic achievement and social performance of children having poor potential in the traditional education climate;

3. to attempt to prove the value of occupational educational experiences for elementary children; and that it can directly improve the academic performances of youngsters with poor academic potential by a program developed to fulfill each pupil's real-life development needs.

4. to develop basic skills, and use of common industrial tools, machines, and processes. Discover and develop talents, aptitudes, interests and potentialities of individuals. Develop problem-solving and creative abilities involving materials and processes.

The activities undertaken were to obtain equipment and materials to enable exceptional children to pursue hands-on projects resulting in the production of finished items. Examples of items produced include fire starters, candles, breadboards, etc.

II. IMPLICATIONS

A. Positive Implications

1. Major trends - The evaluation team was impressed with this project The enthusiasm of the children, teachers and principal was obvious

and positive. Other positive aspects of the project were:

1. the hands-on orientation of the activities,

2. the success oriented climate, and

3. the cooperation with the University in assigning vocational education students to assist in the program.

This program has significant implications for career education within the district. Those developing the philosophy for career education within the elementary schools of Laramie should consider what is being done in this program. They should determine if the idea is appropriate for career awareness in all elementary classrooms.

B. Areas of Concern

As with most projects, there are usually a few areas that should be improved or where additional work needs to be done. The evaluators are concerned that the obvious positive benefits of the project may not have a significant impact when disseminated. This can be expected because of lack of systematically collected and analyzed evaluation data. Some data have been collected but it should be organized. Also of concern is the need for more space. This type of program requires space if safety and efficiency are to be maximized.

C. Recommendations

1. The program should continue and probably expand to other classrooms. However, too much expansion may cause modifications in the amount of interaction with the community. For example, there may be difficulty if all elementary schools tried to conduct a bazaar in the community.

2. A system for collecting evaluation data should be developed and implemented. Help from the University and some released time for the project teacher seems essential. If dissemination is to be effective, verification of success with realistic "hard" data is essential.

3. Additional room space is needed and recommended. Safety and efficiency would be improved when conducting a program of this nature if more classroom space existed.

4. The program should be carefully considered by the district elementary career education planning team. If not all, at least part of the program seems viable for most elementary classrooms.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	Quality Utilization of Education Staff in Teton Schools (QUESTS)
LOCATION:	Jackson, Wyoming
PROJECT NUMBER:	60-74-2050-0
DATE:	April 2-3, 1974
TEAM MEMBERS:	Roger O. Hammer and Jim Lendino State Department of Education Dr. Robert Points, Outside Consultant

I. OVERVIEW OF PROJECT

The general objective of this proposal is to improve the students' attitudes toward school and the teaching staff through a more meaningful and responsive teacher-pupil relationship. This project will take into consideration the following specific objectives:

Product Objectives

1. The students of Teton County School District #1 will show a discernible improvement in their attitude toward school by the results of a pre-testing in September 1973, and post-testing in May 1974.

Process Objectives

1. The project will provide training for the Teton County School District Staff through the organizations of the Building Senates and District Senate by May 25, 1974 to develop a staffing pattern that will be supportable by the District's current tax base and not be dependent upon external financial assistance beyond the initial installation period.

2. The Project will provide training for the Teton County School District staff through the organizations of the Building Senates and District Senate by May 25, 1974 to develop a staffing model that will create an alternative system of rewards to that of school administration so that classroom teaching would have career incentives for teachers.

3. The project will provide training for the Teton County School District staff through the organization of the Building Senates and District Senate by May 25, 1974 to develop a staffing model that will create aprofession of teaching with opportunities to do professional self-regulation, teacher dominated selection of teacher leaders, collegial decision making.

4. The project will provide training for the Teton County School District staff through the organization of the Building Senates and District Senate by May 25, 1974 to develop a new personnel design which will modify the present salary schedule concept.

5. The project will provide training for the Teton County School District staff through the organization of the Building Senates and District Senate by May 25, 1974 to develop a staffing model based upon defined teaching tasks and responsibilities.

6. The Teton County School District staff will show a discernible improvement to their self-concept and in their personal and social adjustment to the newly created roles of this staffing model by the results of a pre-testing in September and a post-testing in May.

7. The Teton County School District staff, and the Internal and External Evaluation Committees will evaluate the total plan of Project Quests by May 25, 1974.

8. The Teton County School District Board will implement the Project Quests Master Plan for the total district for the school terms (1974-1975)

II. IMPLICATIONS

A. Positive

1. Process objective #1 has been accomplished in that District and Building Senates have been made operational and are working to develop a new staffing pattern.

2. All of the varied activities relating to staff in-service (workshop, attitude tests, evaluation committees, job descriptions, and visitations) have been implemented. The consultant workshops in particular were praised by many teachers as useful and productive.

3. The rather complete and extensive evaluation activities are either completed or in process.

4. The controversial nature of the project (revision of staff responsibilities and rewards) has given stimulation and motivation to some teachers, particularly those involved as team leaders and/or Senate members. The shared decision-making and improvement of teacher-administrator communications were listed as major strengths for the Quest project.

B. Areas of Concern

1. The first year's Product Objective that "students of Teton School District will show a discernable attitude improvement" will not be accomplished. The post-test attitude test will be administered; however, the project director stated that the 1973-1974 school year was devoted almost entirely to staff development and any impact on students will be delayed until the 1974-1975 school year.

2. Process Objectives 2,3,4 and 5 are only partially completed at this date. The completed staffing model will not be reflected in changes of salary schedules for the 1974-1975 school year. Nevertheless, team leaders are being rewarded for extra duties at the present time. Therefore, the Process Objective #8 stating the Teton School Board will implement the Quest Master Plan for 1974-1975 appears to be at least one operational year away from completion.

3. The most obvious weakness of the Quest project was an incomplete needs assessment prior to the implementation of the current program. This has led to misunderstaning of the project's "true" objectives on the part of some staff members and staff criticism that "we started in the wrong place". Is the project's objectives salary reform, curriculum revision, or student-staff-community involvement? On both the Staff Interview instrument and Staff Questionnaire form note question #1 where only a minority of teachers could say they were part of the planning for the project; question #2 where many staff saw the identification of the education needs for Teton County being done as an "after the fact" process; question #3 where a wide range of project objectives were listed and question #7d, where the parent involvement was a big "unknown" for the majority of the staff.

4. There is a minority of staff members who question the make-up and utility of teaching teams as they currently function. Some team leaders are criticized for being called out of the classroom too much by "Senate responsibilities. In addition, some staff members see Quest only as a "Federal project" and doubt whether the local school board, administrators, or other staff members are fully committed to the objectives.

C. Recommendations

1. The Quest project should be praised by centering the single product objective on student attitude; however, the goal that student behavior would be effected by the end of the 1973-1974 school year was unrealistic and may well be difficult to obtain measurable changes in student behavior

even by the end of the 1974-1975 school year. Next year's proposal should reflect any student outcomes in longer-range terms.

2. Process Objectives #2,3,4 and 5 centering on staff salary-responsibility changes, much like recommendation #1, may be more difficult to obtain than the durrent proposal's timeline would indicate. Is the School Board, administrators, and the majority of the staff really committed to implementation of the Quest type Master Plan by the 1974-1975 school year? Again the revision of next year's proposal should reflect the adoption of any salary revision in longer range terms.

3. The current needs assessment going on in Teton County should help to remedy concern #3. Answers to such questions listed below should be actively sought:

   a. What kind of schools does the community want?

   b. Will the objectives of the various county schools be formulated into concrete curriculum changes and hiearchical staff methods?

   c. Is the feedback from other differentiated staff models found in California and Arizona going to be made clear to all Teton teachers in particular and the community in general?

   d. Will an increase in teacher decision-making powers be acceipted by the school board and administrators; and even more important, will the new staffing pattern in reality lead to changes in student attitude and learning accomplishments?

4. The current make-up of "teaching teams" membership on Senates, and time commitments required by staff need to be carefully analyzed for the next operational year. Should teams be made a function of learning areas rather than grade levels? Should the membership of the Senates be on a rotation or permanent basis? Is too much classroom time being expended for the sake of the Senate meetings? And, what can be done to get a firm commitment to project objectives (once made clear) by teachers, administrators, parents and students? Answers to these questions should eliminate most of the basis for concern #4.

D. Outside Consultant Observation

It was a distinct pleasure to observe the initial accomplishments of the first attempt (to my knowledge) to initiate a differentiated staffing plan in a Wyoming school district. I was able to interview a wide array of incumbent staff positions and to

analyze data obtained by State Department evaluators. Other sources of data upon which this summary statement is based consists primarily of the following:

1. Interviews of randomly selected teachers at all levels (elementary, intermediate, secondary)

2. Interviews of two of the members of the Internal Evaluation Committee.

3. Approximately three hours of discussion with the Project Director

4. Approximately one hour of discussion with the District Superintendent.

5. Interview with a District Principal.

6. Attendance at a District Senate meeting.

7. Reading of the Project Quests proposal

8. Reading of a progress summary prepared for the Visitation Team by the Project Director

9. Reading of procedural documents, the budget, and other such materials provided by the Project Director.

10. Reading of the District Senate Minutes

11. Reading of each individual school's Faculty Senate Minutes (provided at my request)

12. Personal experience as a former school administrator who initiated differentiated staffing in his district.

Review of the data obtained as noted above leads to a summary evaluation that could be classified as highly positive with regard to the progress of the Project to this point in time. However, the intrinsically volatile nature of any massive role change in a system necessitates cautions and the pointing out of problem indicators, as discussed below.

The Project Director is to be commended for the energy and enthusiasm with which he has initiated the Project in Teton County. Both direct and indirect interview data point to the fact he has developed a supportive attitude among the staff on the basic thrust of the proposal and, with expressed support from the Superintendent, has established an initial restructuring of staffing procedures and functions.

There appears to be a generally positive attitude toward the Project among staff members, but based on differing priorities; some view the basic goal as development of a more appropriate procedure for determining salaries; others assume the basic goal to be revision of curricula more appropriate to individual student needs; predominantly, teachers who were interviewed preferred the latter goal priority.

Consultants Cautions, Concerns and Recommendations

1. Teachers interviewed appeared to have a positive attitude toward differentiated staffing primarily because it was assumed to be "new" and "innovative" rather than because of any specifically identified procedures for better addressing educational needs. None were able to give a clarifying definition of the term (my definition: a staffing procedure which focuses on optimum matching of identified functions with identified human and material resources). To date, the project has focused on structural change under the assumption, based partly on models from other Districts, that such change (teams, Senates, etc.) will best service the educational functions of the District. To determine whether that assumption is valid and to redirect the teaching staff to their primary concern with function, it is recommended that (RI) a District needs assessment be undertaken at the earlieast feasible date to determine what are local educational needs, what local resources are available to fulfill those needs (including analysis of differentiated skills and interests among present faculty), and what is the best qualitative match between those needs (functions) and resources. It is unfortunate, though understandable, that the Project was not able to conduct such an assessement as an initial step and thereby avoid any possibility of being charged with self-serving activities.

2. A second recommendation is that (R2) the model for further development of differentiated staffing should be developed from the needs assessment of Teton County and not be based on models such as those used in Temple City, Mesa, or Mill Valley. Those districts, at face value, do not operate from the kinds of variables that may be significant in Jackson. Although there is something to be learned from the experience of others, it should also be borne in mind that each of those models has had serious difficulties. The most basic reason for those difficulties leads to a third concern: differentiated staffing changes teachers' role definition. In the traditional pattern teachers have centered their professional self-concept on their relations with students; in team teaching patterns their self-concept tends to center on their relations with other teachers. That is especially true while emphasis is on structure with the result of progressive negative feedback from parents via student disorientation. Hence, it is recommended that (R3) immediated steps be taken to direct teachers to development of new curricula and instructional techniques to complement the new staffing pattern.

3. All but one of those interviewed indicated a negative morale factor resulting from the recent hiring of a teacher contrary to staff recommendations and pointed out that the "Differentiated Staffing Decision-making" guide states the Faculty Senates have "self-regulatory functions regarding school

staff selection" and "enjoy wide latitude in the recruitment of staff." Some parents are confused as to the amount of school time staff may be spending on the Project. Some staff complain of too many committee meetings. Some teachers fear reprisals if they don't participate in differentiated staffing, etc. These are all minority opinions, but it is recommended that (R4) internal and external communication channels be immediately cleared, perhaps with a where-we-are-and where-we-may-go type of workshop.

4. There are always short-term liabilities to long-term change, not the least of which is the fact that the Superintendent must expend time and energy to orient the new decision-makers to administrative pracrices and issues known only through long-time experience and knowledge. The Teton County staff appears to have avoided most of the more common pitfalls and the Project leadership as well as the entire staff deserves commendation for their energetic approach to the task. It is strongly recommended that the Project continue during the coming year to bring these initial steps to fruition.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	Hearing Conservation/Auditory Language Development
LOCATION:	Cody, Wyoming
PROJECT NUMBER:	60-74-1552-0
DATE:	April 23, 1974
TEAM MEMBERS:	Dr. Stan Vasa, Consultant Mr. Alan Wheeler, Title III Staff

I. OVERVIEW

This project was designed to meet the indentified needs of auditory impaired students in Cody Public Schools. Two major activities were included:

A. Extensive assessment of auditory acuity through equipment purchased through Title III funds.

B. An educational program was initiated for children identified as having auditory processing deficets.

To the date of the project visit the project had put approximately 750 students through hearing screening using traditional equipment as well as the electroacustic impediance bridge. Extensive testing of target students has been undertaken. Some 20 students at Sunset and Eastside have received special instructional services as a result of learning problems growing out of auditory deficiencies. One staff member assigned to the project for about 4/5 of the day, at present, has served the Eastside and Sunset schools. Westside is served by the project director who, although not receiving salary from the project, is implementing project objectives at that school. Assistance has also been gained for carrying out project activities from the district communication aide. The project has also ordered and received listed project materials and equipment and constructed a soundproof facility for testing. (This is located in the PERC Center at Sunset School.) Some in-service activities for teachers and Big Horn Basin Administrators, has been undertaken, one parent meeting has been held, and considerable local dissemination of information about the project has been accomplished.

II. IMPLICATIONS

A. Positive

1. General attitude of project staff is positive. Administrative support is excellent and most teachers who have children being served feel good. The staff has learned a great deal and should be in an excellent position to make adjustments in the project to more efficiently serve the children next year.

2. The Cody School system should be commended for their interest in taking the leadership in doing acoustic testing for the Big Horn Basin area and working to meet the needs of their own students.

3. Staff seemed comfortable with and competent in the use of the auditory screening equipment.

4. Staff has made good use of outside consultants and is making a real effort to implement their suggestions.

B. Areas of Concern

1. The project director is a highly competent individual but is overloaded with responsibilities to the district special education program and other projects within it.

2. The project staff should review present assessment procedures followed in the screening of students for auditory learning problems.

3. Projects objectives and activities do not appear as relevent to the needs of the Cody Public Schools as they appear to have been superimposed on the school structure as a result of following models and accepting goals from similar efforts in large districts across the country.

4. The evaluation process written within the project is not yet in process and the accountibility component lacks specificity and detailed reports of activity.

C. Recommendations

1. There is a need for a complete study and evaluation of the special education program in the Cody Public School. It appears at the present time that many positive efforts are taking place, but this energy is fragmented with emphasis on specific learning problems rather than children with learning needs.

2. The delivery system presently utilized within the project is not making efficient use of the project staff. It is suggested that cross-age peer tutoring, delivery of service within the regular classrooms, and the demonstration of of the remediation process to regular classroom teachers would be helpful.

3. There is a definite need for a language development continuum for the staff to utilize in the placement of students, recording of progress, and the evaluation of success. The staff should attempt to modify continuums currently in existance rather than to expend effort in developing their own.

4. The project staff is encouraged to develop and carry out a complete parent education program including both regular written and verbal written communication with parents and a formal informational program including specific suggestions as to how the parent can help the child at home.

5. The auditory language instructor should make her recommendations in writing to the regular classroom teacher as well as going over them orally. Regular written progress reports should be submitted to the building principals, project director, and involved teachers. The project director should keep adequate records of services rendered to children in order to be prepared to file his annual end-of-project report accurately and completely.

6. Teachers referring children to the project should be more fully included in the informal screening and assessment process by having them complete behavioral checklists on each child - these checklists should be brief and very specific.

7. The project staff is encouraged to increase the in-service component of the project. Activities could include running of actual language therapy, demonstrations of language therapy to teachers, and instructing regular classroom teachers in identifying and enhancing the development of auditory learning.

8. The evaluation team suggests the project staff prioritize its services by emphasizing efforts in grades K-3. It is further suggested that a pre-school screening of upcoming kindergartners for potential learning problems be undertaken. If certain problems are identified early suggestions for pre-school help on part of parent can be made.

9. Additional funds need to be budgeted for development and remedial instructional materials. It is suggested that the staff contact Special Education Department at University of Wyoming and Rocky Mountain Special Education Instructional Materials Center at University of Northern Colorado for assistance in gathering a complete list of appropriate materials.

10. The staff needs to clearly establish whether the program is to have a developmental or remedial base. The evaluation team recommends a priority on the developmental base.

11. The project director needs to complete the designated (in the project) handbook of activities to provide a ready reference to the activities, purposes and procedures of the project. There appears to be a certain amount of misunderstanding and miscommunication about the project functions which could be remedied by such a handbook.

12. The project director must see that all equipment and permanent materials are properly labled - TITLE III ESEA FY'74.

13. The project objectives be rewritten with specific attention to the unique needs of handicapped children in the Cody Public Schools.

14. It is suggested that the project emphases be placed on delivery of services to children rather than on assessment and diagnosis.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	Wyoming Model Laboratory Mathematics Program (WYMOLAMP)
LOCATION:	Riverton, Wyoming
PROJECT NUMBER:	60-70-0706-0
DATE:	April 23, 1974
TEAM MEMBERS:	Vincent G. Sindt Alan G. Wheeler

I. OVERVIEW OF PROJECT

WYMOLAMP is a nationally validated Title III Project. It was granted a special fourth year project to disseminate project materials and techniques through teacher training and materials installation in selected districts across the state. Districts involved were Guernsey, Rawlins, Douglas, and Meeteetse. Each district agreed to one-half the purchase cost of materials.

II. IMPLICATIONS

A. Positive Implications

1. Basic model appears sound

2. Cooperation with Science Mathmatics Teaching Center excellent. SMTC has network, college credit capability and communications with districts which facilitate successful dissemination.

B. Areas for Concern

1. In future models care must be taken to have written committment of all sites including their responsibilities for data collection, local publicity, etc.

C. Recommendations

1. WYMOLAMP has now exhausted its ability to obtain Title III funds. For this reason we strongly recommend the project explore commercial publication with funds accruing being applied to the on-going staffing of the WYMOLAMP office.

2. Local district support for WYMOLAMP is highly recommended.

D. Consultant Observation and Recommendations from On-Site Visit by Mr. Vincent G. Sindt

The evaluation that I conducted was related to the dissemination activities of the project during the 1973-74 school year.

The dissemination model used by the WYMOLAMP project is one which I have had a strong interest in and commitment to for several years. This involvement on my part in the dissemination efforts of the project will reveal biases which will effect the objectivity of the evaluation. I believe thoroughly that the Model used by the project can be put into use by other projects to disseminate innovative practices.

The WYMOLAMP project has conducted several on-site workshops to train teachers to use th materials. The participants of the workshops had a commitment to use the materials that they studied in their teaching. The participants were also awarded university credit for their workshop activities.

Many of these teachers implemented the WYMOLAMP materials in their classrooms and were successful in using these activities with children. A group of the more successful teachers were identified by the project director and were asked to take part in a leadership training workshop at the Science and Mathematics Teaching Center of the University of Wyoming. The successful completion of this leadership training resulted in Certification of the teachers as Portal Instructors for the SMTC. These portal instructors returned to their communities and conducted WYMOLAMP workshops for their fellow teachers. These workshops carried university credit and were designed specifically for the dissemination of the project materials. Each of the participants evaluated the workshop activities, and copies of these evaluation summaries are on file at the SMTC. The general responses to the workshops were highly positive. The participating teachers seemed to appreciate the opportunity to explore project materials, prepare activities for their classrooms and test the materials with children. Many teachers commented that the practical nature of the workshops was helpful.

The SMTC stands ready to apply this portal school model to any of the other innovative Title III projects concerning science, mathematics or environmental education.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: A World of Creativity

LOCATION: Rock Springs

PROJECT NUMBER: 60-73-1936

DATE : April 30, 1974

TEAM: Paul Novak, Consultant
Alan G. Wheeler, Department of Education

I. OVERVIEW

This project was organized around the following four objectives:

A. The child will write at least one creative story, poem, abstract, etc. a week.

B. The child will be come familiar with reproducing materials by working with typing, duplicating, printing.

C. The child will work with simple bookkeeping procedures keeping accounts.

D. The child will work with salesmanship methods.

Activities included study of creative forms of writing, reproduction of the children's written work along with appropriate art to accompany items, the building and operation of a newstand - bookshop to market the products.

II. IMPLICATIONS

A. Positive

We would first like to thank the teacher, Delores Hornsby, and her students for the cooperation and openness in the evaluating of the project.

The project demonstrated a high level of student enthusiasm. Pupils knew the intent of the project and the activities designed to achieve these activities. It was very evident that much of the success of the project can be contributed to the commitment of the teacher.

Obvious evidence of the project success is the quality of the booklets that were produced by the children. A high level of anticipation was evidenced waiting for sale day.

B. Areas of Concern

There was no evidence pointing to the use of Title III equipment; type-writer, printing materials and cash register. It appeared the project could have functioned at the same level without this equipment. Some cause could have been due to the lateness of the arrival of the equipment. It does appear that the use of this equipment is planned as a culminating activity.

The project lacks specific evaluative data, no evaluation design was provided except teacher opinion.

The number of saleable items doesn't appear to be sufficient to cover a unit on salesmanship. The booklets seem to excel in quality and not quantity.

C. Recommendations

Develop a flow or skills chart with expected student outcomes. This would provide:

1. A pupil awareness as to the skills required and level of efficiency desired.

2. Collection of hard data for evaluation and program up-dating.

3. Visual reinforcement for pupil to check their progress through the program.

Some system needs to be developed to put the "Sell" in the salesmanship activities. A Rewards System, taking money or some other monetary system could be developed to carry out this activity.

Establish a feedback system with the Junior High to find out how these Junior High students, in the field of creative writing, compare to other students. This will provide some data base information for evaluative purpose.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: Northeast Wyoming Resource Area (NEWRA)

LOCATION: Upton, Wyoming

PROJECT NUMBER: 60-73-2344-0

DATE: May 1, 1974

TEAM MEMBERS: Roger O. Hammer and Jim Lendino
State Department of Education
Planning and Evaluation Unit

Robert J. Legoski, Outside Consultant

I. OVERVIEW OF PROJECT

A. Objectives

In an effort to eliminate duplication and confusion, this section is composed of a list of immediate needs, and the objectives of each.

1. Immediate needs: The students needs to:

   a. understand the pertinent value of academic knowledge to the environment

   b. develop an appreciation for own regional cultural heritage

   c. be conscious of and utilize wise conservation practices

   d. become aware of career opportunities in his immediate environment

   e. be made aware of effect of environment on all aspects of life

2. Objectives: Upon completion of his twelve year education in the Upton School District No. 7 a student will:

   a. have related his academic life to the environment through correlated studies agreeable to the disciplines and standards required in each academic area.

b. show and increase appreciation of his regional cultural and environmental heritage as determined through teacher observations and classroom discussion

c. to be exposed to and required to display knowledge of established wise conservation practices

d. gain knowledge of and participate in the activities conducive to fulfillment of the responsibilities of positions held by the employees of the participating agencies. The students will be required to satisfy the requirements established by cooperating personnel and involved faculty members in the area of the student's choice.

e. be able to show the relationship between the environmental factors and life patterns. The extent of the student's ability to meet those objectives will be determined by the procedures set forth by the student and the academic instructor.

II. IMPLICATIONS

A. Positive

1. Objective 2a - "to relate academic studies to the environment" is at least partically implemented. Most 4,5 and 6 grade teachers have utilized NEWRA activities and approximately 50% of the secondary staff are participating in the program.

2. 80% of the staff interviewed saw objective 2b - "increasing student appreciation of their regional cultural-environmental heritage" as being accomplished. Elementary students particularly pointed out science and field trips as their favorite shcool activity. In addition, almost all students saw NEWRA activities as "fun" (opposed to boring), "valuable" (opposed to worthless), and "challenging" (opposed to routine).

3. The majority of students interviewed were able to give a reasonable definition for the concept of "conservation". This may indicate at least part of objective 2c - "displaying knowledge of wise conservation practices" is underway. Furthermore, the outdoor sites visited by the on-site team indicate adequate facilities close to Upton and project activities available in order that the concept of objective 2c is possible to obtain.

4. The majority of staff interviewed saw the cooperation of participating governmental agencies as "very good". Plus, the majority of staff rated the career experience in outdoor jobs as "ok" or "good". The evaluation team can conclude that objectives 2d dealing with participating government agencies is at least partially implemented.

5. It is interesting to note that many students responding to question #7 - "if you could change one thing in school" listed more field trips, trail walks, and outdoor activities as something desirable.

B. Areas of Concern

1. Objective 2c is almost too broad to adequately measure. The objective - "show the relationship between each individual and life patterns" under procedures set between each individual student and teacher is rather "loosely worded". Some staff comments under question #3 would indicate a minority of the Upton staff either doesn't understand what can be done in their own "academic" areas or they have not attempted to implement NEWRA activities at this date.

2. The project evaluation section is quite extensive; however, parts of the evaluation procedures listed in the proposal are not being fully accomplished at this date. For example no social studies teacher-made tests have been administered; no student reports or research papers are on file for elementary students; the standardized district tests results will not be utilized by the project until the next school year(1974-1975); no personal interviews between students and faculty are planned until the summer-fall of 1974. In addition, the critique on NEWRA activities by visiting area music educators are only in the planning stage for next year.

3. There are two or three project activities at both the elementary and secondary level that were either not operational or the staff interviewed by the visiting team has no knowledge of the activity's effectiveness. At the elementary level no "snow observation were made" and the majority of elementary teachers has no idea about the quality of student written reports. Secondary teachers were unclear as to the accomplishment of "oral presentation to clubs", "recording wildlife sounds", and "study of mating calls - dances of wildlife".

4. There is some concern by participating staff that a one hour period is not long enough to properly accomplish many outdoor (NEWRA) activities.

C. Recommendations

Some of the project objectives should be re-written to specify in more detail which staff members will be actively involved and what types of student behavior or learning will result from the proposed NEWRA activity. Objective 2e as detailed in concern #1 is particularly difficult to measure as presently worded. More staff in-service or staff participation in the re-working of the project objectives would also give opportunities for more teacher

involvement in their "academic areas" and how their subjects can be related to NEWRA.

2. The evaluation component section is more than adequate and most of the evaluation activities not being done during the 1973-1974 school year are being planned for the next school year or this summer. However, effort should be made to gather this information and it needs to be widely circulated to all staff members as well as parents and students. Any part of the evaluation scheme not considered necessary or too difficult to implement should be dropped from next year's proposal.

3. Most of the comments made above in recommendation #2 also apply to area of concern #3. Those NEWRA activities not presently operational should be accomplished during the next school year or eliminated from next years proposal. Some of the activities were implemented but the staff had an unclear idea as to their effectiveness. These accomplishments should be noted in a project newsletter and this information can be circulated school-wide as the events happen.

4. Area of concern #4 could easily be eliminated by scheduling modifications allowing two or three hour time blocks for NEWRA activities. Or a teacher to teacher trade off arrangement might be provided where, for example, a science teacher could use the next period's English class one day and the English teacher use the whole two hour block the next day. The lack of big time blocks appears to be a problem at the secondary rather than the elementary level; nevertheless, all staff should have input into next year's class schedule to prevent any misunderstandings.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	"Child Growth and Development"
LOCATION:	Sundance, Wyoming
PROJECT NUMBER:	60-73-0642-0
DATE:	May 6, 1974
TEAM MEMBERS:	Mr. Mervin Lindsay, Consultant Mr. Alan G. Wheeler, Title III Staff

I. OVERVIEW OF PROJECT

This teacher incentive project was established to provide for high school students an appreciation for the importance of environmental forces and especially conditioning, on the development of behavioral patterns, and as a method of changing undesirable patterns. The project is aimed at upper level high school students who will likely become parents in the next few years. The project is based on the assumption that schools seldom help prepare students for parenthood, a role almost all of them eventually assume. The project attempts to, through an elective class, communicate what is known about the development of behavior patterns to the students and give them opportunities through work with elementary students to observe and try some of the procedures discussed in the course. The course is team taught by a guidance counselor, social studies teacher with assistance from a psychologist from the Northern Wyoming Mental Health Center. The overall goal of the course is to give students effective skills in child management and knowledge of some basic principals of child growth and development.

II. IMPLICATIONS

A. Positive Implications

1. Student Enthusiasm - Seven of the nine students who took the course were interviewed. All agreed the course should be offered again. They indicated that they fully enjoyed the experience because, as they put it, "the course was one of the only ones they had ever had which allowed them to learn something they could put into practice at once." They reported they felt the course had given them better understanding of themselves and other people. Some indicated they had discussed ideas from the course with their own parents. They expressed appreciation for the help the elementary teachers had been. (The elementary teachers expressed similar appreciation for the help the students had been to them).

2. Student Success - Project data, test scores, student projects, etc., indicated that the students performance in this course was excellent. In several cases achievement was beyond what might have been expected in view of grades in the past. In at least one case a student's whole attitude toward school dramatically improved during the course, and there is every reason to believe the experience in the program was a significant factor in the improvement.

3. Teacher Support - The participating Sundance elementary teachers are to be commended for their willingness to receive the high school student, help them, and even learn from them. The success of the project lies in large part to the climate of openness obviously displayed by the elementary staff.

4. Student Projects - The student projects appear to have been well conceived and scientifically carried out. Valuable observation skills and practices such as baselining, graphing, recording, etc., were learned.

5. Evaluation Data - The project staff has done an excellent job of carrying out a well conceived evaluation design. This data is on file and supports the view that this was indeed a successful project.

6. Model for Other Schools - This program demonstrates clearly the positive student response such a program can provide. It further is exemplary in that it is a model for a cooperative effort in providing a realistic and significant educational experience involving a high school teacher, counselor, elementary teachers and a community agency - in this case the Mental Health Center.

B. Areas for Concern

1. The one semester length seemed to hurry things a bit.

2. Students felt a need for more and earlier observation opportunities in order to have more data on which to undertake their independent projects.

3. Staff and cooperating teachers felt a need for more structured feedback and communication.

4. Some opportunities for students to work with pre-schoolers would have been helpful.

5. Some confusion about credit to be received.

C. Recommendations

1. The team strongly supports the plan to offer the course again next year. We suggest that the few problems encountered might be solved by making it a year long course. We

recognize, however, that this is a decision to be taken by the staff after consideration of such questions as.

a. Is there enough content and are there enough relevant activities to maintain the high level of student enthusiasm for a full year?

b. Would a year long course indeed be better than the independent study option now offered?

c. Would greater length solve more problems than it would create? Concern No. 2 might, for example, be easily met by restructuring and reordering the course on the basis of this year's experience.

2. As facilities at the school and the Mental Health Center improve, efforts should be undertaken to provide exposure of the students to pre-school children. This might be accomplished through a two week pre-school similar to that used by many home economics departments.

3. Students should clearly understand at registration what credit is to be received. The team supports the idea of providing social studies credit toward graduation.

4. If the class is to continue with its present high level of success the fine cooperation of the elementary staff must continue. This can probably be helped by short, maybe lunchtime (?), scheduled feedback sessions.

5. Recognizing the contribution made by the psychologist to the program we recommend the staff investigate the possibility of buying time from this source each time the course is offered. The counselor and teacher involved can probably handle it alone (since the psychologist will continue his support on an informal basis) but at least some formal help from the psychologist would be helpful on a continuing basis, particularly in dealing with technical procedures.

6. Another dimension which might be exciting to try might be to involve parents of involved elementary children. As the teachers become more confident they might also consider offering the course in the adult education program for parents in the community.

D. Summary

This is an impressive project. The staff had done a concientious job of carrying out the project. The purpose of Title III to stimulate innovative and exemplary education models seems fully met in this project.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Occupational Photography"

LOCATION: Newcastle, Wyoming

PROJECT NUMBER: 60-73-2343-0

DATE OF VISIT: May 6, 1974

TEAM MEMBERS: Mr. Mervin Lindsay, Consultant
Mr. Alan G. Wheeler, State Department of Education

I. OVERVIEW OF PROJECT

Occupational photography was designed to instruct a maximum of five junior, five senior high, and five handicapped students in the basic procedures and techniques of picture-taking and processing.

The course is designed for one semester with scheduling based on individual student and teacher availability. It was offered both semesters. This allows for small group or individual instruction. In order for a high school student to earn his one-half credit, he must have at least sixty-five student-teacher contact hours.

Students who are enrolled in Photography I are required to take, develop, and print the equivalent of at least three rolls of twenty exposure black and white film. The prints are evaluated on the basis of composition and quality. In addition, students must individually demonstrate their ability to prepare processing solutions, to carry out basic darkroom procedures and to properly load and use an adjustable 35 mm camera.

As a follow-up to the project Photography II, to be offered starting in the fall of 1974, will be for those students who have successfully completed the basic course. Photography II will concentrate on advanced techniques with special emphasis pertaining to occupationally related areas.

II. IMPLICATIONS

A. Positive Implications

1. Student Enthusiasm. All of the students interviewed displayed great enthusiasm for the course. They liked the hands-on independent nature of the instruction. They displayed pride in their work and were pleased with their own progress.

2. Teacher Dedication. The teacher receiving the grant believes in what he is doing and has put in hours and hours beyond regular school day helping students after school and in the evenings. This was noted by the students, principal, and special education teachers. As a result of this hard work, photography is well on its way to being recognized as a permanent part of the regular school curriculum at Newcastle.

3. Evaluation. The project teacher has kept excellent records as prescribed in his evaluation design. The data should be useful in helping measure individual students' progress and in planning for next year.

4. Occupational goals. Students seemed aware of occupational possibilities related to photography.

B. Areas of Concern

1. It is doubtful that the project teacher can continue indefinitely at the present pace. Besides a full teaching schedule, he coaches and works with photography students when possible after school and in the evenings.

2. The facilities are crowded thus placing a ceiling on student enrollment. Minimal display and storage areas are available.

C. Recommendations

1. The team supports the plans to continue and expand the photography offering at Newcastle Junior High and High School.

2. The team recommends the plans for making the photography offering a part of the regular school day be completed as soon as possible. In any event the hoped for changes to relieve an overload on the teacher have our support. We would, however, hope that the flexibility and independent study nature of the project will not be lost as the program becomes institutionalized.

3. The team is pleased that the district building program includes space designed for this program. We recommend this remain a high priority in the district's plan since the program has proved its value. (Students remarked that many more would like to be involved - the current crowded facility and scheduling problems make it unlikely that many more students can be served without improved and larger facilities.

4. Carry out planned visits to commercial photography studio, etc., to further meet the occupational goal.

D. Outside Consultant's Observations from On-Site Visit

The project has met its goals as described in the proposal. It has been conscientiously carried out and can serve as a model for other schools interested in an inexpensive photography program.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	Visual to Print	
LOCATION:	Casper, Wyoming	
PROJECT NUMBER:	60-73-1345-0	
DATE:	May 7, 1974	
TEAM MEMBERS:	Mervin Lindsay,	Consultant Hot Springs County School District #1
	Alan G. Wheeler,	Director Title III ESEA Staff

I. OVERVIEW

The rationale of the teacher incentive grant was to develop intense, visual-input, language arts materials to use as a method of instruction f for learning disabled chidlren in order to increase their reading, speaking, writing, and spelling skills. An additional unstated objective was very apparent to the visiting team, to improve the chilren's self-image. Perhaps this was unstated because of the difficulty of objective evaluation. Nonetheless, it was an obvious, well defined objective of the project.

To advance these objectives, visual materials have been developed and assembled (the necessary hardware purchased) by which pictures can be coupled with printed language. Provisions have been made for accomodating pupil creations, as well as teacher developed materials. The materials and methods observed by the team worked well for a wide range of ability and achievement levels. Pupil interest and response were high.

The evaluators were impressed by the combination of the teacher skill, coupled with material design which allowed very candid rejection of wrong answers and yet eventually provided each class member with the necessary positive reinforcement.

Both classroom observation and pupil interviews indicated an unusually high selfconcept level for this type younster. Undoubtedly, the very human teacher and helper were primarily responsible, but the project-developed, success-oriented materials are an integral part of this attitude achievement.

The project was exceptional in its step-by-step observance of the proposal outline. Activities and evaluations were all completed meticulously.

II. IMPLICATIONS

A. Positive

Visual Literacy - During the classroom observation, two transparancy pictures sere shown which the team members could not identify. Pupils had no difficulty. Perhaps this was due to previous experience, but the evaluators were impressed with the visual literacy or ability to decode pictures. If the language arts program has only limited success, a compensation skill has been provided these younsters.

Success Orientated - The program is flexible, and an obvious a attempt is being made to build upon pupils' strengths rather than correct their weaknesses. The teacher-made visuals were definitely within the pupils' experience area, and during the observation period each child was provided a success experience.

Individual Accomodation - The evaluators were impressed with the high interest shown toward the instruction and materials by such a wide range of ability and achievement levels. The program appeared to be administering to individual needs very satisfactorily.

Pupil Enthusiasms - In pupil interviews, 5 of 6 pupils questioned, liked school. Seven of nine were positive in the student survey conducted by the school as part of their formal evaluation. Pupils all seemed enthusiastic. Pupils interviewed attributed their enthusiasm to interesting, "fun" materials.

Model Transferability - Given raw materials and equipment, similar visual materials could be developed by hard teacher effort. However, these materials are inevitably tied to teacher skill and attitude. The teacher attributes would necessarily have to be present before the program could be successfully copied.

B. Summary

An exemplary, exemplary program best describes this project. The rigorous adherence to the prescribed activities, procedures and evaluations were impressive. The only reservation of the evaluating team was the possibility of too much emphasis being placed on one mode of instruction due to its obvious success in this project; a balance of instructional methods is still a logical approach.

TITLE III, ESEA

PROJECT EVAULATION REPORT

PROJECT:	"Lincoln County Environmental Education Project" (LEEP)
LOCATION:	Kemmerer, Wyoming
PROJECT NUMBER:	60-73-1225-0
DATE:	May 7-8, 1974
REPORT BY:	Dr. Gary Lane
TEAM MEMBERS:	Dr. Gary Lane Mr. Jim Lendino Mr. Bob Larson (consultant)

I. OVERVIEW OF PROJECT

The constructive use of natural and cultural history has presented men with a better view of the past and a clearer view of the present. This resource must be preserved, in the ideal that constructive use is the correct and careful measure of deployment and not destructive and unrecorded removal. More important is the realization that such resources are an integral part of the human existence.

Though some systems are devoted to the utilization of physical and cultural resources, their projects are primarily involved with the sealing off or preservation of the resources from depredation. In attempts to preserve, they have destroyed a cooperative utilization approach. It is essential that conservation and preservation be practiced, but in a constructive sense.

Within Lincoln County, Wyoming, exist vast natural and cultural historic resources. Several of the resources are World known. A program is desperately needed that will aid in constructive realization and use of these resources. Within Western Wyoming there is a need to expand upon previous efforts in the area of environmental education in order to provide for more effective utilization of the natural resources. Most education programs are currently limited to classroom oriented, textbook based instruction. There is a need to let the students out of the classrooms and into the natural world of the outdoors, thus providing a relevant support to the classroom experience.

Furthermore, if the environmental deterioration is to be reversed it requires an educated citizenry who understands the problems man has created.

The Green River Basin and the Wyomide range offer excellent views of man's past activities within the use of natural resources as well as his new probes into the trona, oil, natural gas, coal phosphate, fossil, and range lands.

The problem lies, not in the immense land that holds these unique resources, but in the minds of men who do not comprehend the dynamics of this complex and finite environment.

PROJECT LEEP outlines a plan to establish a supplementary and service Research Station, designed to create a working knowledge of the vast resources, both past and present, of our great land in order to further the environmental education of Kemmerer children and youth and provide educational materials and resources to the county and state. It is of primary importance to entice young ideals into maturation through the awareness of our interworking environment.

II. IMPLICATIONS

A number of significant implications (trends) emerge from the State Department of Education's process evaluation of the Lincoln County Environmental Education Project (LEEP). Those implications are:

A. Positive Implications

1. Those staff and students who have been involved in this program generally have a positive feeling about their experiences (approximately one-third of the school district's staff and students have been effected by the project.) Those involved staff generally:

   a. Seem aware of the overall project objectives.

   b. Believe that those objectives are being met at this time

   c. Report that those students affected by the LEEP program have had opportunities for "hands-on" experiences.

   d. Feel that those same students are now more aware of environmental problems than before being exposed to this program.

   e. Believe that the project has been well-received by both staff and students, particularly those exposed to the program.

f. Feel that the project coordinators (Johnson and Ulrich) have been most helpful to staff.

2. Those students who have participated in the program have taken field trips (in fact, some students have taken several trips this year) and most have had the opportunity for hands-on experiences.

3. A majority of the students interviewed (24 of 45) report that they have kept a log (record) of their work relative to the environmental education project. On several occasions, student logs were seen by the evaluators (in the project office and in an advanced biology class in Cokeville.

4. A majority of the staff interviewed (23 of 41) believe that the local district should support the LEEP program next year. (Only 8 persons definitely said "no" in response to the question.) They generally feel that the program has had a positive effect on students (e.g., providing an awareness of the environment as well as hands-on experiences for kids.)

5. The project staff have put together an interesting and stimulating orientation session for students. Mr. Ulrich effectively mixes lecture with student-directed questions

6. The Summer Institute conducted last summer (1973) appears to have been a real success. Data gathered by the local project staff from students, staff and parents support this conclusion (see Project Report - Summer Institute - 1973, maintained by the project staff in Kemmerer.) The process evaluation conducted last summer by the Department of Education further supports this contention.

B. Areas of Concern

1. In a letter to Alan Wheeler, the State Department of Education's Title III Director, dated December 27, 1973, Wayne Johnson indicated that "we are now serving 2,410 students (K-12) and 142 teachers." There is considerable evidence to indicate the project staff is now serving no more than one-third of the staff and students in the district. It is the view of the Department evaluators, however, that this was an unrealistic goal for the second year of this project. Some staff agree with this contention.

2. Instructional objectives have not been developed for students as provided for in Objective 1, page 8 of the proposal. Nor have the participating students written objectives as indicated in Mr. Johnson's letter to Alan Wheeler. These conclusions are supported by feedback received from both staff

and students. Further, the evaluators saw no evidence to indicate that any student objectives have ever been written for or by students. The above evidence conflicts with the comments made by the project staff.

3. To the best of our knowledge, the project staff has not developed the measurement instruments called for in Objectives 8 and 9 (page 8 of the proposal.) In fact, there is little evidence to indicate that the project staff is doing anything to formally evaluate this year's program (1973-74.) Review of the Project Report -1973-74 maintained by Wayne and Wally revealed that the pre and post tests have been developed for students only in the map-making and winter survival programs. Mr. Ulrich indicated to Dr. Lane and Mr. Lendino that he knew they were doing a good job primarily as the result of informal student feedback.

4. There is no evidence to indicate that the Steering Committee, outside consultants or Advisory Committees have made significant contribution to the LEEP program this year (e.g., according to the project proposal (page 13), "On-going evaluation of the project operation will be provided by the Steering Committee and the project staff utilizing outside consultants and the Advisory Committee as appropriate." Data gathered from the project staff as well as from the district staff reveal that these groups have done little or nothing in the area of on-going evaluation. One member of the project staff did state that the Advisory Council was to meet in May to review the project and that individual members of that body have been utilized this year as outside consultants. This same person further revealed that the Steering Committee had been abolished (no reason given for this action.)

5. Approximately one-half (19 of 41 interviewed) of the staff reported that they have not been involved in any in-service training relative to the environmental education program. Furthermore, a number of those indicating that they have had in-service training reported that their experiences were limited to that of an orientation session. This seems to indicate that the project staff has failed to provide the in-service training called for on pages 8 and 9 of the proposal. It is also the opinion of the Department evaluators that few staff members have been involved in the development and evaluation of instructional and curricular objectives, programs, activities, etc.

6. A slide presentation has been developed for dissemination purposes. Also, an 8 mm movie is now being put together by the project staff. However, many of the remaining dissemination activities listed on page 20 of the proposal have not been carried out by the project staff. In addition,

there is evidence to indicate that little has been done district-wide to communicate with parents and town folks. The comments of the project staff also tend to support the above conclusions.

In summary, the following comments made by the project staff come close to expressing the Department evaluators' overall impressions of this program:

"Nearly every request for an excursion received by the project has been met".

"They have not had time to search out and implement activities for teachers who have not initiated requests on their own".

"Students and teachers who have on their own initiative sought the resources of the project have received the greatest utilization of LEEP". (Quotes are taken from the Project Report - 1973-74.)

C. Recommendations of the Department Evaluators

If this project, or any part of it, is retained by Lincoln County District #1 for the 1974-75 school year, we would recommend the following modifications in the program:

1. That the objective "to involve all staff and students in the district" be dropped in favor of a more realistic one (e.g., "to provide services throughout district upon the request of interested staff");

2. That the project staff provide an intensive in-service program for interested staff for the primary purposes of: a) acquainting staff with their services, and, b) helping teachers integrate environmental education with other curricula;

3. That the project staff develop measurable program objectives as well as specific student objectives for each activity;

4. That the project staff develop appropriate evaluation (measurement) instruments keyed to the above objectives;

5. That the project staff work more closely with the social studies teachers (e.g., one of the project's current objectives is to help students arrive at the point where they can make intelligent "political and economic decisions" concerning their environment); and,

6. That the project office be moved to a central location within the district, namely Cokeville.

D. Outside Consultant's Observations From On-Site Visit
Mr. Bob Larson

In preparation of this report the consultant examined data through the following inputs:

1. Review of written reports, instrumentation, letters and other documentation supplied to the consultant during the site visit of May 7 and 8, 1974.

2. Information collected during the site visit by Robert Larson in which he visited the program delivery site, interviewed and discussed project activities with the following project personnel:

   a. Wayne Johnson, Co-Project Coordinator
   b. W.L. Ulrich, Co-Project Coordinator

General Comments:

After interviewing teachers, students, and administrators; reviewing instructional materials and visiting the Fossil Butte excursion plus Phases I and III at the Afton Elementary School, I found the project to be interesting and innovative. The involvement, interest and cooperation between those individuals with whom I had contact, and project staff members seemed to be favorable.

As with most projects, some recommendation for possible direction can always be determined. The following suggestions therefore, are offered for your consideration.

1. It would seem that better lines of communication could be developed between the project and school personnel of Lincoln County. Through several inquiries, I found that little information has been made available regarding what the project had accomplished in the past and what it is doing presently and what it is projecting to do in the future.

2. Also to aid the future in-service for teachers, it would be helpful to supply materials that the project has already developed. It appears to me that with this material, the teachers would then have a better understanding of the project's programs.

3. It would have been helpful if pre-test and post-test data could have been available to use as an instrument in assessing the success of the project. An instrument of this type could have evaluated the growth of teachers as well as students.

4. To some extent, the four operational components were being met by the project's coordinators, (1) Program development and implementation; (2) In-service education for teachers and students; (3) Field trips and field activities, and (4) Summer Institute.

5. No evidence of a mobile field laboratory could be found, however, active research sites were being utilized for field study by some students. A mobile laboratory would have been an asset to the project as it would have made supplies and materials more accessible to schools in remote areas.

6. Since no behavioral objectives were written as such, none could be evaluated. The original project should have included an outside evaluator to continually monitor the project's programs and guide in development of behavioral objectives. This evaluator could have offered immediate solutions and aid to many of the problems that this project has encountered.

7. It is recommended that as part of the final evaluation report, the evaluation provide a brief historical perspective describing the impact of the project, both within the school district as well as the community. This summary should include a historical account of the project's operations and its impact over the past two years.

The project, in particular the project coordinators, has made efforts toward obtaining financing of the project beyond the termination date of funding under Title III. To date, minimal funding has been secured through the school district which should permit the project to continue to provide functional service to students and the community in the future.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: Creative Handicrafts

LOCATION: Dayton, Wyoming

PROJECT NUMBER: 60-73-1740-0

DATE: May 8, 1974

TEAM MEMBERS: Mervin Lindsay, Consultant
Alan G. Wheeler, Title III Staff

I. OVERVIEW OF PROJECT

The pupil activities and objectives seem to have been accomplished. However, the original intent of the project was diverted when an alternate solution to the original problem (giving little time to the project) was built into this year's schedule by the administration. Disregarding this diversion of original intent, the program had many merits in its use of resource people, in its development of creative, useful handicraft skills, and in involving 7th grade pupils in a program which otherwise would not have been available to them.

II. IMPLICATIONS

A. Positive Implications

With the loss of the original project intent, little of an innovative nature was visible in the program. It failed to provide alternative solutions to pupil's unproductive time in a school having a limited schedule. Nonetheless, the program was good for the school itself, even if a model was not provided. Pupils were enthusiastic. All concerned were proud. There is little doubt the activity will survive and grow in the school. It must be mentioned that some youngsters were able to leave study hall to participate in the activities, as was the original intent.

B. Areas of Concern

The activities provided have much to offer. Too few people are able to avail themselves to the activities; means should be sought to remedy this. Although the problem which initiated the project appears now to have been remedied, seldom are problems of this type solved in one major stroke. Perhaps the opportunity will still arise to utilize the project in its original intent, if it is kept functioning and is given consideration at the proper time.

C. Recommendations

The team has three recommendations:

1. Attempt to construct next year's schedule to allow greater participation.

2. Continue to consider the original purpose of the program and use it in that manner if need arises.

3. Attempt to gain district support to bring in outside resource people. Check the senior citizen organization for potential resource people.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: Middle School Guidance

LOCATION: Thermopolis, Wyoming

PROJECT NUMBER: 60-74-0953

DATE: May 9, 1974

TEAM MEMBERS: Dr. C. Rockne Copple, Consultant
Mr. Alan G. Wheeler, Title III Staff

I. OVERVIEW OF PROJECT

This project was designed to assist in meeting the need to transform a junior high school to a middle school by changing both teacher and student behavior. The objectives were:

1. To make each student feel that someone cares about him, feel important as a person, and feel wanted at the school. Each pupil should develop or maintain a good self-concept.

    a. Behaviorally stated, the objective is to increase by 15 percentile points the mean percentile ranking of those incoming sixth grade students falling below the 50th percentile on the initial administration of the Piers Harris Children's Self-Concept Scale. This objective is to be accomplished by the end of the project period.

    b. Reduce absenteeism among approximately 260 Middle School students (grades six, seven and eight) by 10 percent by the end of the project period.

    c. Reduce student referrals by eight Middle School teachers for disciplinary reasons to the Middle School principal by 15 percent by the end of the project period.

    d. Improve the achievement level of the Middle School students, expecially the poorly motivated students. Using the information from the fifth grade achievement testing as baseline data, the objective is to reduce by 25 percent the number of incoming sixth grade students whose total battery achievement scores fall at or below the 50th percentile as measured by the California Achievement Test. This objective is to be accomplished by the end of the project period.

2. An objective of the Middle School guidance program will be to provide information concerning careers so that students will be knowledgeable in this area. The information provided students will include the following:

   a. The major career clusters.
   b. How and where to locate career resource materials and personnel.
   c. How to analyze and evaluate careers.
   d. Career planning (course selection)
   e. How to utilize data concerning self, such as ability, aptitude and interests in career planning.

Specifically, the behavioral objective is to insure that approximately 260 Middle School students achieve, as nearly as possible, complete mastery of the career information presented to them as measured by a career information examination developed by the school district.

3. To increase the Middle School teachers' skill in utilizing in the classroom theories of child growth and development, effective mental health practices, career planning, and student assessment instruments and techniques.

II. IMPLICATIONS

A. Positive Implications

1. The individuals most directly concerned with this project, curriculum coordinator, school psychologist, middle school principal and counselor are all people oriented persons. Humanism is practiced in relationships with each other, with student and teachers. These personality qualities in key change agents is a major strength of this project.

2. The counselor as consultant rather than counselor is a worthy objective and is agreed upon by key people.

3. The wedding of Career Education with objectives in the affective domain is quite appropriate at the middle school level.

4. The individuals who are primarily concerned with the project have maintained an ongoing self evaluation of high quality and have made necessary adjustments when indicated.

5. Many students are favorably disposed to the program and teacher acceptance is growing.

6. The target of only a part time counselor for 260 children with the teachers carrying the major responsibility for project objectives in the years to come appears resonable and proper.

B. Areas of Concern

1. A lack of in depth needs assessment has resulted in some faculty resistance. It is not really clear that any systematic needs assessment is being undertaken at this time to focus on content and process for students and faculty for the coming year.

2. After experimentation and revision the remaining project objectives do not really provide an adequate outline upon which to build an in-service training or career education program.

3. Objective number two calls for the guidance program to provide information concerning careers. It would appear this program is being developed with little input or understanding on the part of the counselor.

4. Although the main thrust of the project is to train teachers in helping relationships, the description of counselor job responsibilities and services provided by the guidance counselor (pp 16-23) are more those of a typical middle school counselor.

5. After one year it is difficult to determine if adequate information is being maintained so that a "package" of this innovative program could be disseminated.

C. Recommendations

1. The key people, (identified earlier) teachers and students in the project receive more recognition from decision makers and the community at large for trying, and in many ways succeeding in making the middle school a more joyful place.

2. Concerns 1 and 2 above could be effectively dealt with through following a Systems Approach to bringing some organization to the project. Many sub-objectives based on established priority needs would give focus and direction to this most worthy project.

3. The career education could be better articulated with other elements of the project through employment of The National Standard Model attached. The counselor can supplement the well developed exploration program with appreciations and attitudes, self awareness etc.

4. A percentage of time limit should be placed on conventional counselor activities to keep the faith with the project. If the project is to be ready for implementation in another school setting realistic time distribution must be maintained. Perhaps you could think of a half time counselor (something you suggest may happen in the future) and a half time inservice training project director who can be

phased out at the end of three years. Thus your exportable package would describe content and process for training teachers in a three year period by a half time project direcor or a half time project director/half time counselor.

5. As indicated in 4 immediately above greater effort should be made to collect and organize the project for possible dissemination.

6. Finding reinforcements which make it worth their while to change their behavior is probably key to the inservice training of teachers. Another point is individualization as all teachers are not in need of the same information or techniques. It would appear that the perfection of inservice training procedures, group or individual, is the outstanding contribution this project could make to education

D. Summary of Students' Responses

Fifteen students were interviewed about the project. In summary most exhibited positive attitudes toward the counselor (only one exception) and toward group counseling, class meetings, etc. Students noted some lesser emphasis on group counseling since the original counselor left.

Specifically nine said they had been in a group counseling session, six had not. Five had met individually with the counselor, ten had not.

When asked whether they liked school better this year only one said no, one wasn't sure, and all others said yes. The individual who did not like school better indicated he missed the sixth grade campout. Representative reasons for liking school better included;

More opportunity to do and learn more things
More activities
I've gotten involved
Don't have to sit so long in one room
Science is better
The Social Studies law course
The Career classes
Individualized math

When asked if they had circle discussions or class meetings, five said yes, eight no, and two were unsure. Again some indicated fewer class meetings since the original counselor left.

When asked to whom at school they would go to with a personal, social, or education problem a wide variety of responses were elicited. The counselor was mentioned four times. Others

mentioned individual teachers. The impression gleaned was that students viewed most of the staff with trust.

When asked for one change they would make in the school the following responses were gleaned: (Totals more than 15 because some gave more than one response.)

Lunch program
Do away with frosted glass
Get acoustical tile
No response (3)
Change dress code
Get rid of study hall
Get sixth grade out - make this a Junior High
No more counseling - I don't like to talk about myself
Have all classes in one building
Ramps
Nothing (2)
Kids should be happier together
Attitudes of kids who cause fighting

E. Summary of Teacher Responses

Six teachers were interviewed formally. Most (5) could indicate with reasonable accuracy what the objectives of the project were. All had participated in the inservice sessions. Reactions were mixed with 4 indicating they felt the inservice valuable. All agreed that the inservice had improved since it had moved from a hypothetical and personal exploration base to a "practical" base giving suggestions for working with kids. Comments included:

Learned great things
Hypothetical problems
Lack of organization
Jerry Lewis was great
State Department help valuable
20% good - the rest irrelevant
No - trying to change me - too much playing of games, values, etc.
I needed to have new ideas on how to help kids.
Work it into shcool day
Some were good - some a waste of time
Need to get more concrete pn how to help kids
It did give us help - ideas, etc.
We felt a bit mislead - seemed aimed at us, not kids

When asked the duties of the counselor all were able to respond in a manner consistant with project objectives. Some concern was expressed that there is a danger that the counselor might be gradually pulled away from her work with teachers and into full time one-to-one student counseling. While the teacher interviewed recognized the need for individual counseling they seemed strongly committed to learning how to do much of that themselves, bringing the counselor in only when they could not comfortably deal with the problem. This feeling is seen as

a positive impact of the project.

Asked whether or not they used Glasser type discussions 4 indicated yes - 2 no. Two indicated they were doing this prior to the Title III project as a result of college training or the state department workshop.

Asked whether they were using audio-visual or printed materials provided by the project five said yes. Asked about its usefulness some indicated some of 6th grade materials were too hard for the kids, but most were positive and, in fact, indicated a desire for more such materials.

Social Studies teachers were asked specifically about the short course materials. They indicated the 6th grade materials were too difficult, but alternate materials were acquired which alleviated that problem. They were pleased with the short courses.

When asked whether they had been assigned a group guidance class 5 said yes. Most said they either hadn't done as much with it as they might have or it was tough getting started, but it was OK now.

All but one indicated they did use behavior modification techniques although again some were familiar with this approach prior to the beginning of the project as the result of the State Department workshop or college training.

When asked for the most positive contribution of the counseling program the following responses were given (some gave more than one response):

Shows that behavior can be changed
What counselor has done for 4 kids
Has helped us - have to wait and see if kids are helped
Placement of 2 kids in an institution
Helped a few individuals - 3 for sure, one maybe
Giving teachers a chance to sit down and talk to kids on some other things than subject matter
Seeing kids in a different light
Teachers are aware of children's problems
Teachers talking to kids more

When asked to suggest improvements the following suggestions were made - some gave several:

Organization
Have a summer workshop, pay everybody to attend so nothing interrupts.
Counselor tries hard but must deal with the conflict from traditionalists
Shorten group guidance time
Too many meetings after school - have it during!
Have more student centered topics in in-service

Do Case studies
Have in-service during the day
Have more team work by teachers and special sessions for individual kids
Get college credit for inservice
Bring in speakers on different techniques

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Innovative Program to Curtail the Drop Out Problem and Identify and Service the Needs of Potential Drop Outs"

LOCATION: Rawlins, Wyoming

PROJECT NUMBER: 60-73-0429-1

DATE: May 16, 1974

TEAM MEMBERS: Roger O. Hammer and Jim Lendino
State Department of Education
Planning and Evaluation Unit
Mr. Charles O. Morehouse, Consultant

I. OVERVIEW OF PROJECT

It is hoped that the concentration on potential drop outs will reduce the numbers of drop outs, develop a preventive program, and continue to reverse the trend in the Rawlins Public Schools.

Process Objectives

A. To identify potential drop outs as early as possible, meaning the elementary school level.

B. Every identified potential drop out from all elementary to secondary school levels will be included in counseling in once-a-week groups, and individual sessions when desired.

C. To have the parent(s) or guardian(s) become involved in the school and personal lives of the students through group coun ling.

1. The program will be on a student-incentive basis.

Rationale Behavioral Objectives

The objectives of the Rawlins District #1 drop out project are varied in terms of attitude in relationship toward all children by educators, parents, and community, and through the project idea that people will change. The philosophy of this drop out project is to decrease drop outs from Rawlins High School and develop a positive attitude toward education.

Rationale:

High school is a necessary part of development. A high school diploma is essential in today's society to provide the student with the social

and occupational skills to cope with the real world . . . "Nothing matters more to the future of our country . . ."(President Lyndon B. Johnson, Educational Message to Congress, January 12, 1965) The format of the behavioral objectives will deal with (1) occupational aspects of which a high school diploma will benefit the drop outs, (2) the parental involvement with the school and student to develop close communications, and (3) motivation of the student to involve his parents in the drop out project.

Occupational:

The parents enrolled in the drop out project will develop a characterization of a high school diploma in terms of occupational education which will be reflected in his continual participation in the program, as measured by the counselor.

Program:

The drop out program will provide parent-child communications by the incentive of monetary reinforcement to get the parents to the group sessions. The success of the student incentives will be based on the attendance of the parents in the group counseling sessions.

Parents:

The parents will receive an awarendess of problems with their children in the area of academics, social and emotional adjustments to cope with life experiences.

Students:

The student will respond with tolerance for others by displaying a positive attitude towards parents, peers, adults, and teachers.

Parents:

Parents will develop a positive interest in their chidlren as indicated by their responses in group counseling and to an attitude inventory.

Parents:

The parents will increase their knowledge of interpersonal relationship as demonstrated by their children and discussions in the group counseling sessions.

Students:

The students will comprehend the meaning of the program by a follow up by the counselors to see if the program has influenced the student's attitude towards school. The effective domain of the drop out project will be displayed by a decrease in drop outs in Rawlins High School.

2nd Year Plan - 1973-1974

A. Continue and develop original procedures and objectives.

B. Families having met the previous year in group counseling will, if so desired, meet on a regular basis throughout the school year, and serve as resource personnel for newly created groups. The students of all contributing families will continue to receive compensation.

C. Families completing the first year's program (1972-1973) will continue to be involved as resource personnel in educational policies and program changes.

II. IMPLICATIONS

A. Positive

1. The once-a-week counseling sessions on the high school level seems to be received by the students as a good and honest avenue of communications.

2. Some parents have become involved in the school and the personal lives of the students through group counseling which has made them see the value of a high school education.

3. The incentive of monetary reinforcement to get the parents to the counseling sessions is accepted by the staff as a positive means of approach.

4. The district drop out rate has decreased to approximately 3.5% for 1972-1973, not 1.8% as rated by the project director.

5. The majority of the high school staff has received the project in a positive manner.

B. Areas of Concern

1. There is a lack of understanding of the project at the elementary and junior high levels.

2. Communication between project staff, teachers, and counseling personnel at the elementary and junior high levels is almost non-existant.

3. Children at the junior high and elementary levels do not seem to be receiving the total benefits of the project.

4. "The project is in fact, <u>not</u> operational at the elementary level and only minimumly operational at the junior high level." . . . From last year's evaluation. February 23, 1973.

5. For all practical purposes, this current school year the project is only minimumly operational at the elementary level, and not operational at the junior high level.

6. The staff does not feel that the objectives are being met fully at this time.

C. Recommendations

1. Rewrite the proposal to:

   a. limit the project only to the high school level where it is operational.

   b. in service should be set up for all interested high school staff. The program should include sessions on behavior modification. Jerry Lewis of the State Department of Education could offer some help.

2. Drop out rates need to be carefully checked especially to see the high school rate for the 1973-1974 school year.

3. If the project is to be district wide, a mass effort of dissemination and diffusion of the project, needs to be undertaken immediately.

4. The junior high counselor should be involved in the project if it stays district wide.

5. A careful review of the previous year's evaluation report (1972-1973) is still applicable, with only a few exceptions to the current Rawlins Drop Out program.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Let"s Drag Main"

LOCATION: Torrington, Wyoming

PROJECT NUMBER: 60-73-0834-0

DATE: May 16, 1974

TEAM MEMBERS: Mrs. Betty Lou Pagel, Consultant
Miss Roseine Church , State Department of Educati/n

I. OVERVIEW OF PROJECT

The "Let's Drag Main," a project concerned with early awareness of driving and pedestrian safety and the development of positive attitudes and skills in regard to traffic safety, was conducted for approximately 120 kindergarten youngsters during the 1973-74 school year. The application was for $993; $438 of which was designated for equipment; $374 was allotted for materials; $150 for carpenter fees and $31 for other expenses were also requested.

The objectives of the program included:

1. Improvement in the development of psycho-motor skills as well as improvement in large muscle coordination and laterability development.

2. To develop a positive attitude toward driver and pedestrian safety and toward community helpers such as policemen, firemen and postmen.

3. To instill the social amenities of sharing, taking turns and other good manners.

4. To develop ability to read safety signs, learn the basic shapes, colors and reinforce the concepts of letters and numbers.

5. To improve the ability to follow directions.

To achieve the objectives of the program, a driver obstacle course was painted on the asphalt playground adjacent to the kindergarten rooms, children's vehicles were purchased, curriculum activities were planned in reading readiness, arithmetic readiness, art, music and literature, and language activities were planned for the use of the walkie-talkies. Weather permitting, children had daily lessons in driving and/or being pedestrians. When weather precluded the use of the outdoor facilities, the children used indoor map games to acquire the skills and attitudes by practicing in miniature. Colors and shapes were reinforced with

traffic signals. Letters and numbers were worked with daily in useful situations. Materials were gathered for various safety organizations and were on display and used as teaching items. Charts from experience stories to progress charts were used in abundance. Songs, stories, filmstrips and art were selected to enhance the project.

II. IMPLICATIONS

A. Positive Implications

In terms of the objectives of the program, "Let's Drag Main" project has been most successful. The demonstration of the lesson disclosed that the children were following rules of safety. They could operate the toys easily and were willingly taking turns on the various vehicles and being pedestrians. Beginning with the setting up of the course, children assumed responsibility for the tasks they had been assigned. Hand signals were given, signs observed, and children were helping each other. Demonstration of the use of walkie-talkies disclosed that the youngsters were aware of the community services, firemen, policemen, etc., as emergency calls and directions were given and received. Each group seemed equally instilled with the habits and attitudes involved. The smoothness of the operation would not be possible without the use of aides who carried on with other activities in the classroom while the youngsters in the demonstration group helped outside.

At the conclusion of the lesson, the children again demonstrated the willing acceptance of responsibility. The smallness of the shed in which the equipment is stored was a real challenge, but the children recognized the need for playthings stored correctly; what went in first, how to stack materials, and helping out others when lifting was required. The restriction on the use of roadrunners was understood by the children, who again demonstrated willingness to share.

The involvement of the community and family members was recorded in publicity releases, and reports of the parent day program. Parents reported that the youngsters were telling them to stop, look both ways, etc. This observer waited when the children were dismissed and noted that the children were observing the safety rules as far as two blocks away when they were not under teacher control and did not realize they were being observed.

B. Areas of Concern

1. More larger vehicles are needed. The paddle cars are much too small for most of today's kindergartners. There is also a need for additional storage space.

2. The project could easily be extended to grade one and two-wheeled vehicles employed. The need for bicycle safety

and maintenance is well recognized, and there is much free material on bicycle safety available.

3. The progress chart was not available to attach to the report. Only one copy was made and was on the bulletin board. Most of the material was laminated.

4. More filmstrips could be added so vicarious experiences could be increased. Additional library books in this area could be sought. These would increase language experiences by offering additional background on which to build stories, picture charts, etc.

C. Recommendations

1. Because of the success of the program it is recommended that the teachers develop a newsletter or at least a brochure giving information about the project. A newsletter would be better as additional background materials and activities could be reported on as they prove successful. This would encourage others to put the program into their school and share information.

2. Additional material from the audio visual area: filmstrips, library books and films would enhance the program.

3. The program should be expanded and carried on next year in the first grade. Larger size vehicles need to be provided. The additional tie-in with the physical education will be an asset in the development of coordination and motor development.

D. Summary

The "Let's Drag Main" Project met the objectives and achieved some spin-off goals which enhanced the program. Behavior change in the youngsters disclosed carry over into the home and community. Budget, dissemination, preparation of materials, and evaluation met the goals. The greatest strength of the program was the motivation for readiness activities in all areas.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT:	"Mosaic Mural"
LOCATION:	Hobbs School Cheyenne, Wyoming
PROJECT NUMBER:	60-83-0133-0
DATE:	May 17, 1974
TEAM MEMBERS:	Georgina Haddenhorst, Consultant Joan Catmull, State Department of Education

I. OVERVIEW OF PROJECT

The over-riding project objective to improve students' attitude toward school by giving them a chance to create a work of art as well as to enhance the learning experience and the physical environment appears to have been well met. Interviews conducted with 4-5-6 graders involved in the project revealed that most students liked the mosaic mural best of all their school activities. (It should be noted that the children were interviewed during a work session on the mural, which may have colored their answers to the positive.) They said that they could "learn a lot about art and still have fun." It should also be noted that some informally interviewed students indicated that they knew very little about the mural and its progress.

A sub-objective specifically aimed at career education in the arts was similarly well met. Evaluators observed in the students an unusual of the art processes, terminology, and procedure. Each of the work sessions necessitated direct experience with a professionsl mosaicist, further enhancing the career education aspect of the project.

As far as was observable, the evaluators found that the procedures outlined in the project application were followed:

1. Each of the classes was introduced to the mosaic mural idea in self-contained classrooms by Mrs. Jones, Project Consultant, using slides, pictures, actual mosaics, and demonstration.

2. The students were allowed to brainstorm the mural subject;a student steering committee made the final selection of "Sports and Seasons at Hobbs School" and functioned as an advisory council to the project as it progressed.

3. Because there were two cluster art teachers (as well as the project director) involved in the work with the children, the general design was divided in halves, each teacher and his students being responsible for one. Although completely different methods for getting the drawing on the wall were used. One teacher chose to draw and color directly on the wall; the other had her students cut out and color their drawings on newsprint and trace them on the wall. The mural showed artistic unity.

4. Following the pre-determined design, the students, under the direction of the consultant, Mrs. Jones, placed the tiles on the professionally prepared wall. Children nipped, glued, and pasted the tiles themselves, occasionally forming their own assembly lines, and using the teachers only as consultants.

5. It was reported by several interviewees that in their pride in the project, students had insisted that their parents visit the school to see the mural.

6. The proposal's intent is not clear when it states that every child in the school will place a tile. In fact, each child made and finished a ceramic tile bearing his name; these personal tiles were used as a border for the mural.

7. At the conclusion of the evaluation day the evaluators were shown a 50-slide film record of the mural and its progress.

II. IMPLICATIONS

A. Positive Implications

1. The project directors are to be complimented for the apparent ease with which they carried out the project, especially in view of the fact that it ultimately involved every child and staff member in the school.

2. The evaluators were highly pleased with the obvious enthusiasm for the project among the students working on it.

3. There is a great deal to be said for the directors and their obvious respect for the art work of youngsters. They are to be congratulated on their turning the charm of the creative young mind into a lasting work of art.

4. The evaluators were similarly impressed with the devotion of the director, teachers, and consultants to the pupils. Each had devoted numberless hours above contracted schedules to the project. They are to be commended particularly for their resourcefulness in finding inexpensive and free materials for use in the mural. (Most of the tile for the mural was donated by Wyoming Terrazo and Tile.)

5. The project staff is also to be congratulated on its dissemination of project progress, specifically the article printed in Trade Winds, May 1974.

B. Areas of Concern

1. An over-riding concern is with the fact that as of the evaluation date, April 19, 1974, the mural was not complete, and it was not anticipated that it could be finished before school closed, June 6, 1974. Grouting had not even been begun.

   The greatest fear in this regard is for 6th graders leaving the school who will probably not see the mural completed, thus not meeting a major objective of the project.

2. It was a concern of the evaluators that although the students were doing most of the manual work on the mural there was some evidence that they did not have total freedom of choice in subject and design.

C. Recommendations

1. The evaluation team has but one recommendation for the finishing of the mosaic mural project: In order that students of all attitudes and abilities have the opportunity to see the project to its completion, it is recommended that the completion be postponed until school reopens in the fall rather than have a selected few students work on it in their spare summer time as had been planned.

D. Outside Consultant's Observations From On-Site Visit

The participation of each child in the school in the mosaic was a very favorable aspect of this project. The opportunity for children to work with a craftsperson was also a valuable feature.

Perhaps the strongest feature was the children's involvement. There seemed to be a great deal of enthusiasm and excitement about it. The project had the wholehearted backing of the Principal and apparently most of the teachers cooperated well in arranging their classroom activities to accommodate to the work on the mosaic.

The project appeared to have a strong favorable influence on the morale of the entire school. Obviously a great deal of work "above and beyone" had gone into it on the part of Mrs. White, Mrs. Jones, the craftswoman, and the art teachers involved. Townspeople had generously contributed time and some materials.

I think the project was successful.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: Using Art to Facilitate Teaching of Primary School Subjects

LOCATION: Slade School, Laramie

PROJECT NUMBER: 60-73-0133-0

DATE: May 17, 1974

TEAM MEMBERS: Georgina Haddenhorst, Consultant
Joan Catmull, Department of Education

I. OVERVIEW OF PROJECT

An over-riding objective for the project directors was to design art kits to facilitate and integrate the teaching of art with concepts in math, science, language arts, and social studies. With the exception of math, which had proved to be a difficult area to approach aesthetically, the evaluators found evidence of successful student projects in each of the areas. The kits themselves were carefully and beautifully designed to be of help both to the teachers and students. The student kits were particularly colorful, enticing and well-liked.

When the students were interviewed, their preferences for school subjects varied from reading to science, but when they were asked for specific examples, almost all made reference to an art-related activity.

A second objective was particularly aimed at the learning of art principles for the sake of art itself. Resource boxes were prepared to give students experience with a variety of texture, color, and shape. From there the interrelation with the primary subjects was developed. The children displayed an intimate knowledge of the boxes, explaining them in detail to the evaluators. As was hoped in the project inception, the use of art in other subjects did prove to be highly motivational, intensifying the students' emotional and intellectual involvement.

A third objective aimed at "motor training for the prevention, or correction, of perceptual motor deficiencies," was not as well met, according to the project directors. They felt they needed more time to assess students and develop appropriate materials to meet those needs.

As planned, the project directors spent the month of August, 1973 designing and constructing the resource kits. Students were pre-tested in September in the areas of color, line, shape, texture. Post-testing was carried out in May, 1974. Records of student progress were kept as they completed projects in the subject areas; tapes were made, photographs were taken, projects preserved.

II. IMPLICATIONS

A. Positive Implications

1. The evaluators were impressed with the high degree of enthusiams expressed by the students for the project. There was an obvious spontaneity of creativity in the art projects. Children seemed to feel free to create in a pleasant, humanistic atmosphere.

2. The project directors are to be congratulated on their initiative and inventiveness in designing the inter-disciplinary curriculum and resource kits. An obviously natural correlation finally has been capitalized on to the advantage of the students' higher interest in school, motivation for learning, and production in the classroom.

B. Areas of Concern

1. Discussion with project directors revealed that they had little time to develop inter-disciplinary materials in math. The subject seemed not to lend itself as easily as others to integration with artistic components. The evaluators suggest that an amount of project development time be specifically allocated to research, consultation, and design of mathematics resources.

2. A similar concern was expressed by the project director for the psycho-motor areas; they felt they had not made much progress. Again, this psycho-motor ratios and development are difficult.

3. With the expansion of this project into a major three-year undertaking, it is a concern of the evaluators that care be taken to adequately in-service all those teachers at Slade School who will now be intimately involved in the project.

4. A final concern is for the fact that although the integrating of art into the subject matter of the classroom is a viable procedure, it frequently seems that the project has veered from a concern with art for its own sake.

C. Recommendations

1. It is the suggestion of the evaluators that the project directors make contact with the University of Wyoming Math and Science Teaching Center for specific consultation and recommendation in developing curriculum materials in math.

2. The project evaluators very strongly urge the directors to seek out consultation from the University of Wyoming Physical Education/Dance Department and other resource WYENAP (Wyoming Educational Needs Assessment Project, housed at the University of Wyoming) might offer in the psycho-motor area. (It is anticipated that contracting the services of Dr. Eliot Please, University of Northern Colorado, might be a natural outcome.)

3. It is strongly suggested that flexibility be one of the major bases for in-service operation, that a teacher be given every opportunity to develop his own skills in integrating the arts into the subject matter of his own classroom, but that he also be cautioned to follow his own sense of "rightness" when it comes to implementing the knowledge. Just as both the project evaluators and directors believe in designing a learning task to the interests and capabilities of the students, so should the same caution be taken in the design of in-service.

D. Outside Consultant's Observations From On-Site Visit

The time allotted for evaluating this project was so short, there were aspects of it I did not get to see or hear; for example I did not get to examine carefully the materials in the resource boxes nor listen to the tapes included in them. Neither did I get to see and read all the individualized instructional booklets which go with the boxes. It would have been helpful in the evaluation if I had been able to do this.

The project appears to have been very successful in the situation where it was in operation for the past school year. Mrs. Howatson, the second grade teacher in whose classroom the experiment was conducted, is an exceptional teacher, and Mrs. Hill, the director of the project, is an outstanding art superivsor and teacher.

The materials provided, and the planning and implementation of the project worked well in connection with enhancing and enriching other areas of learning. Mrs. Hill discussed the possibility in next year's plan of including some "art for art's sake" experiences. I believe this would be very advantageous.

For the plan to work successfully in an entire school where there would be unselected group of elementary classroom teachers, it would seem necessary for the director to do a considerable amount of preparatory work with those teachers. Mrs. Hill says she is planning for this preparation and orientation of the teachers.

Mrs. Hill and I talked briefly about the isolation or "separateness" of the art concepts such as "line," "shape," "color", etc. in

the materials provided. It may be that there can be some way devised to emphasize the relationship of these concepts, for "line," "shape," "color," etc. do not become art except by virtue of their relationships.

If the proposed plan will deprive the classroom teachers of the art specialist's regular times in the classroom, which heretofore, as I understand it, have provided those classroom teachers some free time, there may need to be some understanding or accommodation with the teachers in order to maintain their support of the plan. Perhaps this has already been resolved.

The materials prepared and professional planning which have gone into this project are very superior. The results of the first experiment seem to be very good. I think it most certainly deserves to be tested on a wider scale.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Wyoming Visual Literacy Curriculum Center"

LOCATION: Saratoga, Wyoming

PROJECT NUMBER: 60-71-0415-1

DATE: May 30, 1974

TEAM MEMBERS: Joan Catmull, State Department of Education
Owen Jones, Consultant

I. OVERVIEW OF PROJECT

Process Objectives

A. An overriding objective for the final year of funding for the Wyoming Visual Literacy Curriculum Center was for the design of four model Visual Literacy Curricula. Four teachers were selected and each of these teachers was contracted to spend half a day each day for a month prior to the summer in-service workshop designing, building, and evaluating the four models. The teachers discovered the month's time inadequate and were forced to spend most of their time at the two week in-service workshop completing the models. As of the evaluation May 30, 1974, four models were prepared, tested, evaluated and ready for use:

1. Visual Literacy and the Teaching of Poetry: The Slide Tape
2. Classroom Photographic Developing
3. Visual Awareness
4. Self Concept

B. A secondary objective followed the suit of the two previous summers' in-service workshops. A ten day workshop was held at Medicine Bow Lodge, Saratoga, Wyoming, August 5-17, 1973. Twenty-five participants were involved with sessions on Visual Literacy Curriculum design, media production, photography, film analysis, television skills, affective education. Each participant was required to design an instructional unit using visual literacy techniques, make a three minute super-8 film, and make a slide-tape presentation conveying a particular instructional idea. Participants also contributed to a workshop synthesis, comprised of several parts, each illustrating a specific concept of Visual Literacy. An informal

workshop evaluation proved the workshop to be of high instructional value and practical worth.

C. A third objective lay in the specific help the Visual Literacy director was able to give individual teachers on classroom projects during the school year. The evaluators were pleased to discover that for the most part, teacher needs in this area had been met. In fact, it was discovered that help had even been given to teachers who had not been trained in any of the summer in-service workshops. This is particularly commendable in view of the extremely large geographic area and numbers of students and teachers who needed to be served.

D. A fourth objective was for the Center to provide developing and printing services to students and teachers and to do routine equipment maintenance. Again, the evaluators were pleased to discover that participants felt equipment had been handled most efficiently and that film had been rapidly processed.

II. IMPLICATIONS

A. Positive Implications

1. The curriculum is written with a models program and appears to be clear cut in the direction outlined.

2. The pupils, teachers and director exhibited enthusiasm for the types of activities they have encountered due to involvement in Visual Literacy Curriculum.

B. Areas for Concern

1. An overriding concern held by the evaluators for the project is that according to district plans it will be ill staffed to carry out the essence of the project. It is the understanding of the evaluators that the director of the Carbon County Instructional Materials Center will now also assume the responsibility for the operation of the Visual Literacy Curriculum Center as well as several other district media projects. In retrospect, one evaluator remembers that the cause of some managerial turbulence during the Visual Literacy project's first year of operation was due to exactly the same situation; one person simply cannot adequately serve the intent of so many masters adequately.

2. A second area of concern lies with the amount of equipment purchased with federal funds which will now lie idle because of its requiring specialized skills for operation.

3. A third concern is that unless special provision is

made for continued in-service and curriculum development, little progress will be made from the time of the project's termination of federal funding. The evaluators are fully aware of efforts in connection with the Small Schools Project for keeping life in the Visual Literacy project but suggest that those efforts be expanded to cover the entire year.

C. Recommendations

1. The evaluators were pleased to learn from administrators in both districts that pledges of $5,000 had been made by each to keep software, maintenance of equipment, and office management of the project in continuance. It is the belief of the evaluators, however, that this will not adequately accommodate a full commitment to project continuance and that both districts should look to the at-least-part-time hiring of a professional to keep in-service, curriculum development, and other operational mechanics in order. This professional could well be a classroom teacher, one-half of whose time could be devoted to the project.

2. A second recommendation is concomittant with the first, that in-service workshops in methods, materials, and skills be written into the district calendar and provided for by district budgets.

3. It is the suggestion of the evaluators that the specialized equipment bought with Title III, ESEA, funds and now rendered useless be sold and that the proceeds be used to purchase additional software, films, curriculum materials, or contracted services.

D. Consultant's observations

On May 30, 1974, evaluators Joan Catmull and Owen Jones visited the Visual Literacy project sites in order to make a final project evaluation. It should be noted that school had been dismissed a week prior in Carbon County District #2 and that the District #1 schools were in their final day of class. Most of the evaluative conclusions were drawn from interviews with teachers who could still be reached, administrators, a few students, and the project director. It was felt by the evaluators that the lack of interviewees would not be detrimental to an effective evaluation of the project; each had intimate enough knowledge of the project's process, intents, and outcomes to make an adequate assessment.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "Computer - Student Designed and Constructed"

LOCATION: Cheyenne Central High School

PROJECT NUMBER: 60-73-1141-0

DATE: June 4, 1974

TEAM MEMBERS: Mr. Ted Martz, Consultant
Mr. Alan G. Wheeler, State Department of Education

I. OVERVIEW OF PROJECT

A project which was designed to provide the equipment and materials to add the actual construction of a computer to the computer course at Cheyenne Central High School. The activity was designed to meet the following needs:

1. to update the methodology and content of the computer class and to help students recognize career potentials in computer electronics, and

2. students determin what their computer should do, designed the computer, and constructed components from their design.

II. IMPLICATIONS

A. Positive Implications

1. The effective and enthusiastic student involvement. Since Central High was forced to discontinue the formal course offering when portions of the building were closed, students were left on their own to complete the project. Some came as early at 7 a.m. to do this, others came after senior check out.

2. The possibilities for continuing development of the basic computer, adding functions, further sophistication, etc., should enable continuation of the project for several years.

3. The sophistication of the computer being constructed. It is a well thought out excellent design. Also it will, because of the modularity and wire-wrap approach, have continuing usefulness as a teaching tool.

4. The up-to-date techniques and technology being learned by those involved.

5. The carry over to the total electronics program. The teacher involved has been stimulated by his success in this venture to redesign his teaching approach moving toward increased "real" and hands-on opportunities for students as opposed to a traditional lecture demonstration approach.

6. Positive student benefit is measured in that approximately one-half of the students still enrolled plan to pursue careers in this area. One student would have, according to the instructor, likely failed the course had it been built around a strictly traditional approach. He not only gained a passing grade but built successful circuits etc.

7. The project made good use of secondhand and donated materials as well as drawing on local individuals with expertise to assist. It should be noted, however, that the teacher feels another electronics instructor undertaking such a project could do it successfully for $750 even though the result might be somewhat less sophisticated. Some of the donated materials have added some new dimensions to the product.

B. Areas of Concern

1. It was a bit disappointing that the computer was not yet functional. This was, however, never promised in the project. A positive aspect also results as the teacher plans to review progress to date with next year's class and have them complete the work.

2. Project dissemination has been lacking. This was understandable since most would be expected once the computer became operative. There could have been more media involvement in the process etc., however.

C. Recommendations

1. Follow through with plan to have next year's class finish the construction.

2. Call State Department and have an EDUCATOR article prepared upon the completion of the computer.

3. Have the computer class use the computer for software work. It will become a powerful tool.

4. Try to work out opportunities for other departments at Central whose subject matter has computer related implications to have access to the computer.

5. Sent an article to Dr. Paul Geisirt, Science and Mathematics

Teaching Center, University of Wyoming for possible inclusion in Center Newsletter.

6. Prepare a presentation and try to get on program of National Mathematics Teachers Convention in Denver next year.

7. Even though the project didn't require it Title III would appreciate it if the teacher would write this up in a "how to" format for distribution by Title III to other electronics instructors in the state.

TITLE III, ESEA

PROJECT EVALUATION REPORT

PROJECT: "History and Geology of Sweetwater County"

LOCATION: Rock Springs, Wyoming

PROJECT NUMBER: 60-73-1937

DATE: June 12, 1974

TEAM MEMBERS: Bob Larson, Consultant
Alan Wheeler, State Department of Education

I. OVERVIEW OF PROJECT

This project had as its objectives the following:

1. Students will, through field trips, learn of the historical heritage of Western Wyoming.

2. Students will, through field trips, learn of the geological and anthropoligical heritage of Western Wyoming.

3. Students will, through observation and oral and written expression, give their own impressions of the heritage of Western Wyoming.

Activities included field trips to little known areas, but areas wealthy in terms of Wyoming significance. Children were bussed to sites (South Pass City and other ghost towns, Red Desert sites, historic landmarks). A resource person provided instruction.

II. IMPLICATIONS

A. Positive Implications

1. Enrichment aspects - getting out of classroom and using the surrounding area and resource people.

2. Freedom for children to explore.

3. Interest shown by teachers and administrators and their actual participation enthusiastically in project activities.

4. Enthusiasm shown by children and parents.

B. Areas for Concern

1. Buses need to be equipped for type of terrain being negotiated.

2. Need for safety orientation covering limits, etc.

3. Better utilization of time on bus - sort of dead period.

4. Why did only fifty percent of expected children actually appear?

5. How will this be followed up?

C. Recommendations

1. Buses should have a log chain, shovel, spare tire, etc., aboard especially since two-way radio system is not available.

2. Continue project activities in future summers. If district cannot find money any other way, charging a fee might be considered to pay expenses. Local business and industry support might be explored.

3. The project be evaluated through student feedback --perhaps the tape recording system being discussed. An inquiry to parents by a simple survey should be undertaken. The results of such a study would allow Title III to determine whether their activities should be recommended to other schools.

4. Survey to find out why students who registered didn't appear.

5. Obtain a portable bus loudspeaker to allow resource people to converse with children while bus is moving.

6. Encourage teachers to follow up project activities with discussions, etc., next year.

7. Develop a kit of artifacts, slides, etc., to use in the classroom session to give children a more clear idea of what to watch for on the trip. Follow up activities (perhaps a second day) such as simulation games, student developed strip mays, etc.

D. Outside Consultant's Observation From On-Site Visit by Mr. Bob Larson

After interviewing teachers, students, administrators and trip instructor, I found the project to be very interesting and highly pupil motivating.

The involvement, interest and cooperation between those individuals with whom I had contact, and project staff members seemed to be very favorable. The students and teachers interviewed can best be described as enthusiastic about the field trips. This perhaps is the best indicator of the value of the program. In addition, the major element of the program i.e., emphasis on historical heritage, as well as geological and anthropoligical heritage, are vital aspects of the field experiences. All of the stated objectives were being achieved.

PART II

Sample Forms Used in On-Site Visitations

WHY WE ARE IN YOUR SCHOOL

In recent years, an interest in program evaluation has arisen across the nation, particularly among educators. This interest is due to a number of factors, including student demands for a more democratic school environment, the so-called "taxpayer revolt," and Congress' insistance that there be some accounting relative to the expenditure of federal funds.

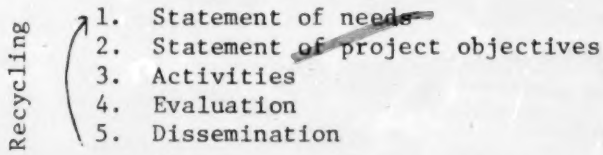
Increasingly, educators at all levels are being pressured to explain and justify their policy decisions. Unfortunately, too often these decisions have been based on hearsay, personal biases, and other unreliable sources. Robert Stake contends that a systematic program evaluation can "lessen the arbitrariness of judging and decision-making by introducing (objective) data-gathering instruments . . ." Daniel Stufflebeam sums it up quite well when he says, "evaluation is the science of providing information for decision-making."

The approach to evaluation utilized by the Wyoming State Department is a modification of the CIPP model. This model involves collecting data relative to the context in which the program is operated, the inputs (financial, facilities, materials, personnel, etc.) into the program, the process (activities) utilized to accomplish the program objectives, and the product (outcomes) of the program. It is not sufficient to know only that a program was or wasn't successful, but it is equally important to know why a particular program is a success or failure and whether it might be expected to succeed in another location. In order to do this a variety of data-gathering methods may be necessary, ranging from very objective test data to very subjective interviews and observations.

A classroom, project, and curriculum design should involve five important steps: a statement of needs, a statement of objectives designed to meet those needs, activities which will implement those objectives, an evaluation which

will tell you if those objectives have been met and why or why not, and the dissemination of the results. These, in turn, should lead to a "recycling" of the program. We should note that the needs and objectives should be generated by local people; thereby, the goals will be relevant to each district.

A CLASSROOM, FEDERAL PROJECT, AND CURRICULUM PLAN



The evaluation team is in your school to look at a federally-funded program. The first phase of our evaluation involves the identification of the class, federal project, or curriculum objectives, related activities, etc. This information listed in the project application should point out the kinds of questions which must be answered and the sources for these answers. The second phase involves the actual collection of data relative to the objectives; i.e., staff-administrative interviews, student interviews, questionnaires, classroom observations, and other appropriate sources of information such as test scores, attendance records, and teacher observations. This data should reveal what is being done, why it is being done, and how successfully it is being done. And once the data have been collected, tabulated, and summarized, they are reviewed by the evaluation team for "obvious" trends or implications. The last phase involves the interpretation of that data - "What does it mean?" This is a matter of judgment by the evaluation team, the State Department of Education program director, and local school personnel. A copy of our final report is available to you through your project director.

ARAPAHOE TITLE III PROJECT

EVALUATION COMPONENT QUESTIONS

Interviewer _____ Person Interviewed _____

Title of Person Interviewed ____ _____

1. Has (or are you going to use) the Metropolitan Standardized Achievement Test to compare with last year's test scores?

   Yes /___/ No /___/ Don't Know /___/

   Interviewer saw this /___/ Did not see this /___/

2. Have you recorded information relative to teacher utilization of the Learning Loop?

   Yes /___/ No /___/ Don't Know /___/

   Interviewer saw this /___/ Did not see this /___/

3. Have you kept assessment charts and progress reports of each child's identified position?

   Yes /___/ No /___/ Don't Know /___/

   Interviewer saw this /___/ Did not see this /___/

4. Have you recorded assessment of the efficiency and effectiveness of team teaching mechanics?

   Yes /___/ No /___/

   Interviewer saw this /___/ Did not see this /___/

5. Have you kept minutes of the Arapahoe Parent Advisory Council meetings?

   Yes /___/ No /___/

   Interviewer saw this /___/ Did not see this /___/

6. Do you (or have you) kept a record of resource people utilized from the community?

   Yes /___/ No /___/

   Interviewer saw this /___/ Did not see this /___/

7. Are all minutes of the Student Advisory Council meetings recorded for possible use?

Yes /___/ No /___/ Don't Know /___/

Interviewer saw this /___/ Did not see this /___/

8. Have (or will) evaluation instruments been (be) administered to workshop participants for feedback?

Yes /___/ No /___/ Don't Know /___/

Interviewer saw this /___/ Did not see this /___/

OBSERVATION GUIDE

NOTE: The Unit recommends that the observation last a minimum of 20 minutes.

It is important that the observer mark this instrument as he/she observes a particular learning activity. Feel free to make notations in the margin if you believe this will aid the reader in obtaining an accurate description of the activity (ies) observed. If an item asks for an opinion which appears inappropriate, mark NA (Not Applicable).

1. Purpose of observation?

2. How many people are in the learning environment?

_____ Instructor(s) _____ Student(s) _____ Other

3. What particular learning is being observed?

4. Role of instructor(s)?

5. Role of student(s)?

6. Is the learning experience direct or vicarious?

1 2 3 4 5*
/ / / / /

Entirely Direct (Ex: Students writing poems)

Entirely Vicarious (Ex: Teacher lecturing)

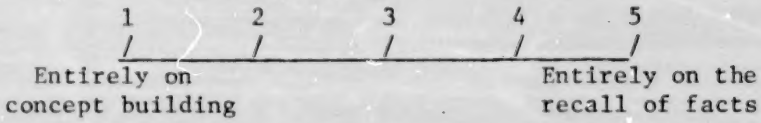
7. What instructional materials are being used in the learning activity?

8. What teaching method is being used by the instructor(s)?

9. Are audio-visual aids being used? Yes/___/ No /___/
Examples:

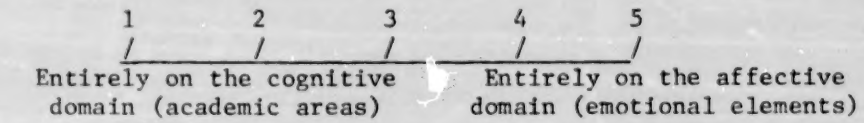
*Numbers appearing above the slash marks (/) do not represent weighed grades but are used for tabulation purposes only.

10. The emphasis of the learning activity was placed:

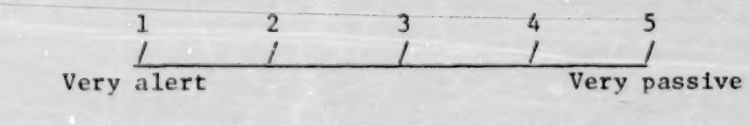


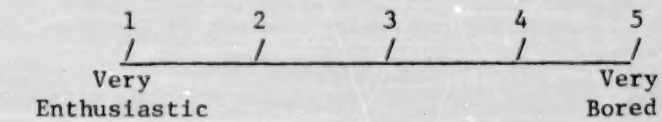
11. The emphasis of the learning activity was placed:

Check box if activity is in the psychomotor domain ☐

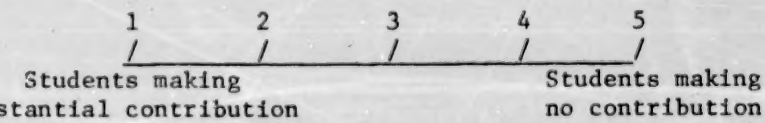


12. Student reaction to learning activity:

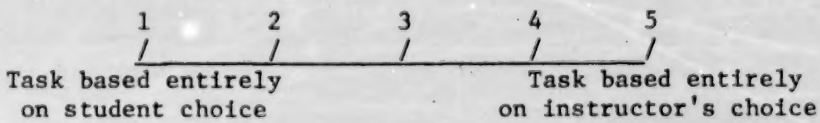




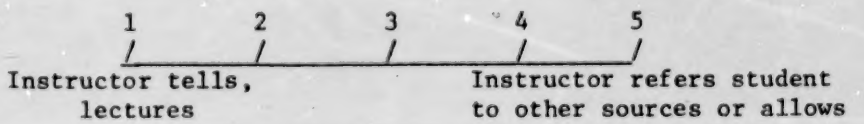
13. Student contribution to class activity:



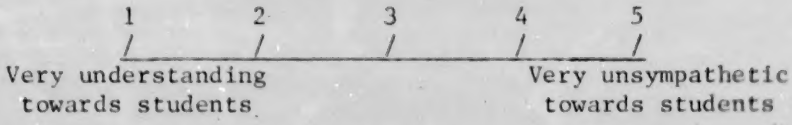
14. Student opportunity for influencing the direction of the class activity:

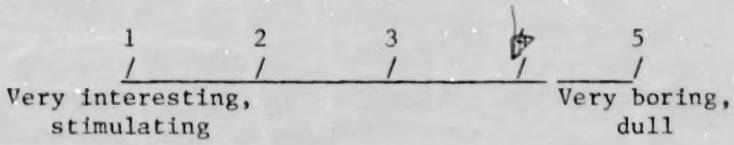


15. Degree to which instructor is the source of information (answers):

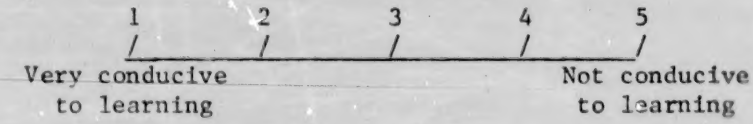


16. Teacher characteristics:





17. Physical surroundings:



18. General comments (any additional points the observer thinks will aid in better describing the learning situation):

MANAGEMENT TYPE QUESTIONS

(For Project Director)

1. Are you doing "what you said you were going to do" as set forth in your project proposal? Yes /___/ No /___/ Don't know /___/

   How do you know this?

2. Are you complying with the approved budget for this project?
   Yes /___/ No /___/ Don't know /___/

   If not, please explain:

   a. Have you hired the personnel provided for in this budget?
      Yes /___/ No /___/ Don't know /___/ Not applicable /___/

      If not, please explain:

   b. Have you purchased the equipment and materials as provided for in this budget?
      Yes /___/ No /___/ Don't know /___/ Not applicable /___/

      If not, please explain:

3. Have you made available to your staff the results of last year's State Department of Education's evaluation? Yes /___/ No /___/
   Don't know /___/ Not applicable /___/

   If so, how was this done? (If not, why not?)

4. Was the staff informed of this on-site evaluation?
   Yes /___/ No /___/ Don't know /___/

   If so, how was this done? (If not, why not?)

5. Are there other federally-funded educational programs operating locally?
   Yes /___/ No /___/ Don't know /___/

   How is this project connected with this (these) program(s)?

6. Are you satisfied with the services which you have received from the State Department of Education?
Yes /___/ No /___/ Don't know /___/

Explain.

7. Do you have records to document the following?

a. Objectives being met? Yes /___/ No /___/ Don't know /___/

b. Activities being carried out? Yes /___/ No /___/ Don't know /___/

c. Dissemination being accomplished? Yes /___/ No /___/ Don't know /___/

d. Good public relations? Yes /___/ No /___/ Don't know /___/

e. Parental support of project? Yes /___/ No /___/ Don't know /___/

(If possible please attach a copy of these data to this form)

PROJECT DIRECTOR _____ or INTERVIEWER _____

DATE _____